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ABSTRACT

This conference report contains 32 presented papers: "Talking Books for Children in Sweden in Libraries and Schools" (L. Bergman); "At-Risk Students: How Do School (Library) Systems Respond?" (G. R. Brown); "Providing School Library Services to Immigrant Populations" (K. W. Craver); "Bibliographic Aids for School Libraries" (K. Darling); "The Literature Based Curriculum Bridges the Difference between Students, Librarians and Teachers Forming a Partnership for Learning" (V. J. Downes); "Cooperative Learning Activities in the Library Media Center" (L. S. J. Farmer); "Catering to the Special Needs of Mature Age Students in a Senior College in Western Australia" (N. A. Greeve); "Communication between Children and Adults, Based on Literature on Topics of Life Together and Problems of Drugs" (S. Hansen); "The Relationship between the Swedish Institute for Children's Books and Building Bridges of Understanding" (J. Hansson); "Integrating Library-Media Services for ESOL Students" (J. Hardy); "Grand Schemes and Nitty-Gritty Details: Library Public Relations That Works" (D. H. Heller); "To Conquer a Language" (A. Holm); "Combined Strength--Combined Libraries" (M. Koldenius & L. Limberg); "How Can We Integrate Libraries in the School Curriculum?" (B. Kuhne); "Building Bridges between the Library and the Principal's Office" (L. LaRocque & D. Oberg); "Language and Identity" (G. Lundgren); "Using Folklore as a Teaching Tool To Bridge the Gap between Cultures" (L. Monprode-Holt); "A Basic Educational Media Course for Library/Media Specialists and Teachers" (E. F. Newren); "Fiction and Facts: Reading Novels Is Building Bridges between Cultural, Ethnical and Geographical Differences" (U. Nilsson); "Cooperation between Public and School Libraries in Norway" (E. Oyno); "Book Awards Chosen by American Children" (M. A. Paulin); "Bridging the Gap from the Oral Tradition to the Printed Word" (M. Rainey); "Coming of Age in the Caribbean" (A. Robertson & C. Robinson); "Taming Teleconferencing Technology To Create Equal Opportunities in Australian School Libraries" (L. Rushby & P. Lupton); "Giving Life to Knowledge" (B. Siberg); "International Understanding through Literature" (T. E. Stautland & K.

Sundgren-Torneus); "Literacy and the School Library: Librarians and Teachers Together Against Illiteracy" (C. Stenberg); "Want To Read--Want To Write--Children's Day in Porsgrunn" (K. Tveitereid); "Resource Sharing in ASEAN Schools with Special Reference to Malaysia" (R. Vias & A. Lee); "The Potential of Telecommunications in the Library Media Center" (P. Wahlgren); "Bridging the Differences between Generations" (L. P. Wood); and "School Libraries in a Multicultural Society: An Australian Experience" (H. M. Yee). Reports from the general meeting and a participant list are also provided. (BBM)

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19th
Annual
Conference

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

CONFERENCE PROCEEDINGS

DRAGONSKOLAN, UMEÅ
SWEDEN
July 8 - 12, 1990

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
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PREFACE

Gunilla Janlert
Chairperson
IASL Conference
Umeå, Sweden

The saying "We live in a changing world" is more true today than ever before. People leave their countries, sometimes of their own free will but most of them are refugees or leave out of economical reasons. Migration within countries is far-reaching, the cities are growing bigger and bigger and the cultural patterns are breaking. This new situation calls for new demands on the schools and consequently on school libraries. That is why we choose "Bridging the differences" as theme for the 19th annual IASL conference. But the presented papers gave many other examples of how the school library serves a purpose of building bridges, e.g.: talking books for both visually handicapped and children with reading disabilities, literature based curriculum and telecommunications.

A warm thank you to all those who made this conference possible.

WELCOMING SPEECH

Olle Lindberg
Headmaster
Dragonskolan, Sweden

It is with great pleasure I welcome you to Dragonskolan. Perhaps I should explain the name of our school. I realize that when you see it written, you probably associate it with the English word "Dragon". However, the Swedish word "Dragon", spelt D R A G O N, is the same as the English word "Dragoon", spelt with double o's, D R A G O O N. A dragoon, as you all know, is a soldier who usually fights from a horseback. And this building stands on ground that was formerly the training field of a cavalry regiment and near its old army barracks. By the way, these army barracks are now turned into the Umeå City Hall.

The history of Dragonskolan is rather short. In 1971 three different schools were combined into one and moved into this, at the time, new building. An integrated upper secondary school was created. Dragonskolan offers many sorts of education and courses. The ordinary courses are two, three or four years long. We have vocational education of all sorts, college preparatory courses as well as courses in engineering equivalent to two years of university studies. At present there about 1,700 students, aged 16 and up, in our school. There are also approximately 200 adult students taking different daytime courses here.

I regard the library as a vital part of the school. The library is used as a resource by students and teachers in a wide variety of subjects. It is also used by many students as a place to go to to read for relaxation or listen to music or to get answers to all kinds of questions. Our school library also plays a major role in the development and growth of curriculum and teaching methods.

Since we are so proud of our library and the people working there it is a special pleasure to host this conference for people around the world who have a profound interest in school libraries. I hope you will enjoy your stay here at Dragonskolan!

Thank you.

WELCOMING SPEECH

Marie-Louise Rönnmark
Chairperson of the School Board
Umeå, Sweden

VÄLKOMMEN, WELCOME, WILLKOMMEN, GODAID MAIT, NISA BULA TO UMEÅ!

Det är en stor ära för mig att få hälsa denna betydelsefulla konferens välkommen till Sverige och Umeå. Umeå - "Björkarnas stad". Vi kallar oss också för "Norrlands Huvudstad", ett mer respekt - löst sätt att säga något om Umeås karaktär - som utbildningsstad - kulturstad - adminstrativt centrum - hermort för en mängd kunskapsföretag.

It is a great honor for me to welcome this important Conference to Sweden and specially to Umeå. Umeå has become known as the "City of Birches". Today we take the liberty of calling ourselves the "Capital of Northern Sweden" in order to indicate Umeå's character as a centre for education, for culture, for administration and as the home of a variety of educational institutes.

Es ist für mir eine grosse Ehre um diese wichtige Konferens nach Schweden und Umeå zu begrussen. Umeå ist bekant als die "Stadt der Birken". Wir sind aber gleichzeitig so frei, uns als die "Haupstadt Nordschwedens" zu bezeichnen. Wir haben damit Umeås zentrale Rolle in Ausbildung, Wissenschaft, Kulture and Verwaltung herfor.

I dag är Umeå hela Norrlqands forsknings - och utbildningscentrum. Universitetet har betytt mycket för det kulturella klimatet i Umeå. Vem som helst kan gå till Universitetsbiblioteket och låna någon eller några av dess 600 000 valymer eller till våra stadsbibliotek eller, som här, till värt skolbibliotek, där vi för övrigt har en mycket iderik och entusiastisk personal.

Today Umeå is a centre for research and education for the whole of Northern Sweden. The University has meant a great deal culturally to Umeå. For example, anyone can visit the University Library and borrow one or more of its 600 000 volumes or to all our school libraries. I can also tell you that in this library at Dragonskolan we have very enthusiastic employees.

Heute ist unsere Stadt sitz der einzigen Nordschwedischen Universität and damit naturlich mittlepunkt fur höhere Ausbildund and Forschung. Die Universität hat auch kulturell sehr viel fur Umeå bedeutet. Wir haben eine Universitätsbibliotek mit 600 000 volymen and alle unsere Schulbibliotek.

I will now continue only in English.

The book is a fantastic base of knowledge in our school. The book, the written word, is a way of reaching other people's minds. To learn to listen to other people's thoughts is to make your own world bigger. The book has no limit - will not be repeated. We are all unique as people - therefore the book will be written and read in different ways. We have to encourage the written word better. There are a lot of videos and photos documenting daily life today - but regretfully not so many written words. The children are encouraged to write - but the parents and you and I do not write so much.

The book is also a way of making cultural bridges between people - to increase the international understanding. Look at Fiji - where people from India and Fiji have lived in harmony for many years although they have different cultures. Umea, where many people with different culture backgrounds live today, has also unique possibilities to continue to develop in an open multicultural society.

Human relationships unite the world. Meeting people at a conference for a week gives you so much more beyond what happens in the conference hall.

I hope you will enjoy Umeå. We will take care of you. Good Luck!

With these words I declare the International Association of School Librarianship Conference opened.

TELEGRAM

Solveig Paulsson
President
The Swedish Union of Teachers
affiliated to WCOTP

To: The International Association of School Librarianship

We wish you a successful conference in Umeå.

Our mutual interest is and will be to develop and support the activities of the school libraries for the benefit of generations to come.

OPENING SESSION

Göran Persson
Minister Schools in the Department of Education
and Cultural Affairs
Sweden

I deeply regret that I am unable to be present at the opening ceremony of your conference. I have, however, been given the opportunity to send a welcoming message to be read to you. I have seen a list of the topics for the papers which are to be presented and I am impressed by the cultural breadth they reflect.

During the past few years we have, in our Swedish compulsory, 9-year comprehensive school, placed increasing emphasis on the school as a cultural institution and on the importance of language in the students' development. Collective efforts have been made nationally and regionally to stimulate schools and municipalities to provide greater opportunity for cultural experiences and cultural growth in the school. Among projects which have received financial support are reading projects and the further development of school library services in municipalities and entire counties.

Something which will be of great importance in emphasizing the important position of literature in the school, and thus in the society as a whole, is a change in emphasis regarding the teaching of Swedish as a subject. The new curriculum very strongly emphasizes the role of literature. some of the goals in the teaching of Swedish are as follows: "the students shall become acquainted with literature, develop good reading habits and develop a feeling for parts of our cultural heritage." Works of fiction are to receive special attention in the teaching of Swedish and the students "are to become familiar with books, authors and the library and to learn how to borrow and read literature of good quality." (These goals are stated in the Swedish government's plan for the Swedish curriculum in the comprehensive school.)

With our plan for the teaching of Swedish, it is natural that the school library has a central role in the school. Well-functioning school libraries are necessary if teachers and pupils are to attain the educational goals which have been set. It is also desirable with active cooperation between the school library and the public library in order to give the students the opportunity to use the books and knowledge of the personnel from the public library as well as from the school library. I want to emphasize that we, in addition to literature itself, which is, of course, the most important, also regard as very important that the students acquire a knowledge of how to seek information in books and in the library itself in order to be able to make full use of the library and its books on their own.

The teaching of subjects other than Swedish is, of course, also enriched by access to good libraries. In a modern society it is necessary that students are taught to learn to use all available sources of information in order to increase their knowledge. Municipalities that invest in good school libraries now are making a wise investment in the future.

The government proposal which is the basis for the changes now occurring within the Swedish school system emphasizes the central role of the school library. It is stipulated in this proposal that every school, now and in the future, shall have access to a library and that local cooperation and intensified common action between the school and the public library is of great importance. We know that the standard of school libraries varies from municipality to municipality. the levels of interest and competence can vary. I feel that it is important, a fact emphasized in the government's proposal, that municipalities regard the promotion of reading as the shared responsibility of all the municipal committees and administrative officials involved. "Books, libraries and library personnel are to be regarded as a collective resource and utilized rationally and in accordance with the government's intention as stated above. The results reached in each municipality may differ, but they are to be the product of planning and decisions made across the boundaries of all the involved municipal organs."

The framework for an operation is decided upon by politicians and other policy makers, but the operation itself is borne up and further developed by knowledgeable and committed individuals. It is all of you, who work with school libraries, who represent this knowledge and commitment. I wish you luck in your important work and hope that you find the conference stimulating and a rich source of exchange of experiences and viewpoints.

TALKING BOOKS FOR CHILDREN IN SWEDEN IN LIBRARIES AND SCHOOLS

Lena Bergman
Children's Librarian
The Swedish Library of Talking Books and Braille
Stockholm
Sweden

The Swedish Model of borrowing talking books

In Sweden there are two kinds of recordings on cassette tapes, **talking books** and **cassette books**. Talking books are to be found in the public libraries, they can only be borrowed and are not for sale in bookshops or department stores. Cassette books are commercial recordings and you can buy them on the open market. Most of them are in Swedish but there are also some imported cassette books in foreign languages. There are about 200 titles of cassette books and 33,000 titles of talking books.

Until the 1950's literature in braille was the only option open to the visually impaired. When tape recorders came into general use at about this time, books began to be recorded almost immediately by the Swedish Association of the Blind and some of the major libraries. With the introduction of the more easily to handle compact cassette players in the 1970's talking books became even more widely available. But from the beginning, talking books were only for the visually impaired.

In the middle of the 1970's there were growing demands for talking books by other groups besides the visually impaired. Many with a mental handicap, for example, were unable to learn to read with sufficient fluency to be able to enjoy reading as a literary experience. But hearing the words read aloud, was different. Some would be able to follow the printed text while others could look at the pictures and listen at the same time. Talking books gave them the new freedom to read when they wanted to, without having to wait for someone to read aloud to them.

The right to borrow talking books was therefore extended, at first on trial basis and later permanently. Now any group whose handicap prevents them from reading a printed book may borrow a talking book.

They are:
- *visually impaired
- *mentally handicapped
- *aphasics
- *physically disabled
- *chronically ill
- *hard of hearing (for auditory training)
- *dyslectics

Borrowing and production rights are closely linked, and are based on a limitation in the law on copyright. An author's consent is not required to produce talking books and very little compensation is paid.

Talking books in every Swedish public library is a tenet of those active in promoting talking books in the country. The method used is based on decentralisation and integration, and aims to make it as easy to borrow talking books as printed books. Today there are stock of talking books in almost every public library. A person wishing to borrow talking books either visits or telephones the nearest library. If the library has the book requested, the borrower can either fetch it himself or have it sent by post or by the library's home bound service. Talking books are exempt from postage when sent to or from libraries.

School libraries, however, don't have talking books generally speaking. If there is a visually handicapped child in a school you may find talking books in the school library, lent from the nearest public library or from the county library. In the last two years some schools have started to borrow a deposit of talking books for the dyslectic students. In spite of that, the dyslectics have had the right to borrow talking books for more than ten years many teachers and school librarians are not aware of this. Much more information has to reach schools and teachers before every school in Sweden has talking books in its library.

The average price of producing a talking book for adults is 6,000 sw. cr. ($1,000). Talking books for children are usually cheaper as they are shorter and mostly don't need more than 6 cassettes. The main producer of talking books in Sweden is the Swedish Library of Talking Books and Braille.

The Swedish Library of Talking Books and Braille (TPB)

The task of the Swedish Library of Talking Books and Braille, TPB, is to collaborate with other libraries in Sweden to give the visually handicapped and other disabled people access to reading material.

Since 1980, TPB has been financed entirely by government grants. It is TPB's duty to produce and lend talking books and braille books. It has an interlibrary lending function and it lends talking books only to institutions, as libraries, schools, nursing homes, etc. The public cannot borrow from TPB, a private person must always turn to the nearest public library to get talking books.

The Swedish production model

More than 2, 500 titles of talking books in Swedish are produced every year and TPB makes the main part of them. TPB has no studios or copying resources of its own. It makes use of outside producers for what it requires. In its stocks TPB has - with few exceptions - all of the talking book titles recorded in Sweden. In addition to this there are also talking books in foreign languages as English, French, German, Finnish, etc. In the last two years TPB has started to acquire recordings in such foreign languages as Persian, Arabic, Kurdish and other languages of the immigrants coming to Sweden. There has been a demand from especially the hospital libraries for talking books for the immigrants for a long time. Recently the public libraries has also discovered that they need talking books to serve all the immigrants who have been settled down all over the country.

About 25 percent of the books published in Sweden are produced as talking books, with an equal division between fiction and non-fiction. About 15 percent of the annual production are children's books.

Readers have to be professionals and they have to be approved by TPB. Authors are sometimes asked to read their own books as it enhances the quality of the recording if the author of a book makes the reading.

Different groups of borrowers have different requirements where talking books are concerned. A neutral style of reading, at a normal pace, is preferred by the visually handicapped, they wish the text to be conveyed not interpreted.

Mentally handicapped people often need recordings spoken at a considerably slow pace. At the same time they pose much greater demand than the visually handicapped where vividness, variety and dramatic effects are concerned. They often follow the printed text and listen to the talking book simultaneously. TPB therefore have made some talking books with the mentally handicapped specially in mind. Books with straightforward and simple plots, simple language and short sentences have been chosen. They are read slowly, clearly and with emphasis. Some talking books are specially recorded with several voices, sound effects, music and explanation of difficult words. These talking books are called **special recordings** and they are very much appreciated by the mentally handicapped.

Dyslectics can use talking books to practise their reading if they use the talking book together with the printed book. For this purpose TPB has made talking books recorded at various speeds, one at a normal pace and one or two more slowly. Thus the same text has been recorded two or three times. In order to practise reading the dyslectics can first listen to the reading at normal pace, to get the gist of the story, and then select one of the slow readings, so as to follow the printed text at the same time. These special talking books are called **talking books for reading practise** and there are about 50 titles and more to come.

The large and varied group of aphasics require a number of different things from a talking book. When used together with a printed book, sentences have to be short and action has to be clear cut, without symbolism and hidden meanings. Pictures should reinforce the contents and the book should be read slowly and distinctly.

Information

Information is the corner-stone of the work done by TPB and the public libraries, the purpose being to reach those who do not otherwise have easy access to reading material. The visually impaired are excluded from everything in print that is available to those who see, while mentally handicapped people cannot understand the content. Information material produced by TPB is mainly directed towards people in contact with our target groups, such as librarians, teachers, personnel at welfare and day care centers and others who work with them.

A list of new acquisitions is published ten times a year. TPB also produces lists recommending talking books for both children and adults and make suggestions in talking magazines.

TPB's quarterly bulletin is intended mainly for libraries. A great number of brochures, posters and other information material is also produced, directed towards various groups of borrowers.

For some years TPB has participated in exhibitions, for example the Book and Library exhibition in September in Gothenburg, and conferences in order to reach the general public.

Talking books for children are mainly used by three groups of handicapped children, the visually impaired. the mentally handicapped and the dyslectics.

The visually handicapped children

In Sweden the visually handicapped children are integrated in the ordinary schools. Until the middle of the 1980's there was a special school, the Tomteboda school, for visually handicapped children but for the last five years every visually handicapped child goes to the nearest local school. In the school they have an extra support by a "traveling teacher" during their school time. They get their text-books as talking books or in braille. They are often good readers of braille and read a lot both talking books and in braille during their leisure time. The Tomteboda school is now a resource centre where teachers, students and parents can come for training and for courses. Here the visually handicapped child can meet and make friends with other children who have the same handicap. At the Tomteboda school there is a small library where TPB has deposit collections of both talking books and braille books so that the children can find something to read during their stay at the center.

The ordinary schools which have visually handicapped children integrated order talking books from TPB or from the county library.

The public libraries place the talking books for children on different places. Some of them have talking books in the section for children, others place them among the talking books for adults and others don't have them in the open part of the library at all. The best place for talking books for children is in the section for the children so that it will be as easy to borrow a talking book as it is to borrow a printed one.

Dyslectic children

An estimated 5-10 per cent of the 100,000 who leave compulsory school each year are unable to read and write with ease. They all live in a society where the ability to read and write is growing in importance and it is vital for a well-functioning working life, leisure time and at home. Talking books can be a very good help and pleasure for these children as they give them access to children's literature. Unfortunately all teachers and parents do not know of talking books and even all public libraries are not aware of the fact that dyslectics are entitled to borrow talking books.

Dyslectic children can use talking books to practise their reading. TPB has produced some books recorded at various speeds. These are called **talking books for reading practise.** Listening and reading at the same time can be an effective way of practising reading and this method has helped a great many dyslectic children. When you practise reading with talking books the printed book must always accompany the talking book.

TPB never lend printed books they must always be borrowed from a public or school library. Merely by listening to more complicated talking books dyslectic children can gain sense of what reading is about as well as give them opportunity to "read" the same book as their classmates. Talking books open the door into the exciting world of children's literature for the dyslectic children.

The two last years there have been summer camps for dyslectic children in several places in Sweden. The purpose of the camps has been to let the dyslectic children be acquainted with literature and to practise reading and writing. Dyslectic children and their teachers were gathered for one or two weeks. In the first place the teachers used talking books and the children had brought a tape-recorder each. They could listen to the talking books as much as they wanted - and they simply devoured them! They also practised reading and writing but the talking book was the main interest. Many of these children had never before been able to read a book and almost everyone was negative to books and reading when they started the camp. The camps have been a great success and all the children wanted to return next summer. The costs for the camps have been paid by school authorities.

Mentally handicapped children

There are special schools for mentally handicapped children in Sweden. These schools are often integrated in ordinary schools but the mentally handicapped children have their own classrooms and their own teachers, they only share the schoolhouse with the other children.

In the special school for the mentally handicapped children there are children who can read and write but there are also those who never will be able to learn this. In Sweden there are books written specially for the mentally handicapped with big letters, straightforward and simple stories and they are rather short. They are called Easy Readers. Most of them are written for adults but many of them suit young people. Almost all the Easy Readers are made as talking books and they are recorded in a slow speed. There are about 200 Easy Readers for mentally handicapped and every year about 20 new ones are written. These books are subsidized by the Swedish Government and the publishers get the costs paid.

The special schools for mentally handicapped children have started to borrow talking books to their school libraries. They want both fiction and non-fiction and they often ask for **special recordings**. Today there are about 60 **special recordings** and TPB tries to make more of them as there is a great demand for them both from the mentally handicapped and the dyslectics. But they are expensive to record the cost twice as much as an ordinary recording.

In order to find out if talking books could be used as reading practise also for the mentally handicapped children TPB started a project in January '88.

Project with talking books in special schools for mentally handicapped children

The purpose of the project was to find out how talking books could be used by the mentally handicapped children in school. Could they be used as reading practise? Must it always be slow recordings or could the children listen to ordinary talking books as well?

Could talking books stimulate the interest for books and literature? Were the special recordings made in the best way or should they be produced in some other way?

The project started in January '88 and the main thing was to test **special recordings** and **talking books for reading practise**. 200 students from 23 special schools for mentally handicapped children participated and 23 teachers. Every talking book had to be tested together with its printed version. TPB lent the talking books to the schools and the printed books had to be borrowed from the local public library. In that way the local library and its children's librarian became involved in the project and was able to give service to the schools during the time of the project. Through this collaboration the public library could follow the project and learn a great deal.

The talking books were sent to the schools in the beginning of the terms. There were four deposits of talking books and 21 titles were tested. The project was finished in the beginning of June 1990. Inquiry forms were sent to the teachers in which they had to answer questions about the speed of the recording, the reader, the music, the contents of the books, etc.

When the project had been going on for more than a year the teachers, librarians and two persons from TPB met in order to compare experiences.

The teachers described their experiences of how they had worked with the talking books in school. Children with both simple and serious mental handicap had participated and among them there were some who could write and read and others who could never learn this. Their ages varied between 8 - 17 years old. The teachers had used very different methods. Some had worked with the talking books every day very intensively while others had the children take the talking books home for leisure reading. Some had worked for a very long time with one book, the children had drawn and painted around the content of the book and talked about it. All the teachers had a short instruction of how to work with the talking books but they were also asked to try new methods.

TPB got many answers to the questions in the inquiry forms. They showed that the children had very different opinions of **the special recordings**. One child could love a recording which another one did not like at all and so on. Some liked music illustrations others did not. The conclusion was that there is a great need of so many separate recordings as it is possible to produce - there is always someone for whom that recording is the best one.

The teachers were very positive to the project and told us that they had learned a lot and that they had found the children to be more interested in books and literature now. Many of the children had begun to borrow talking books in their local public library. The teachers had noticed that their power of concentration had increased as well as their stocks of word. And their reading had improved a lot. Some teachers made reading tests which pointed out that their reading capacity had accelerated. But the best thing with the project was that every child had become more interested in books and reading.

One method used was to draw up timetable for the school work with the talking books. They used one book for a long time. First they listened to the recording, to get the gist of the story, then they listened again and tried to follow the text in the printed book at the same time. Then they talked about the content, made drawings and paintings and explained words which had not been understood. Many of the children had liked to work with the talking books and had wanted more of it.

The teachers had informed the parents and they had been very positive and had participated in their children's readings much more than before.

There will be a final evaluation of the project and if proved this will be the basis of information from TPB to other special schools for mentally handicapped children on how talking books can be used in the school.

These are some of the methods we used when we worked with talking books in schools in Sweden. The lending of children's talking books increases every year from TPB to libraries and schools. The public libraries have also noticed an increased lending and they have a great demand for **special recordings** and **talking books for reading practise**. But much remains to be done before talking books are generally recognized for what they really are, literature for those who cannot read a printed book.

AT - RISK STUDENTS: HOW DO SCHOOL (LIBRARY) SYSTEMS RESPOND?

Gerald R. Brown
Winnipeg School Division No. 1
Winnipeg, Manitoba
Canada

The day-to-day life of kids in the Inner City exacts an incredible toll on their mental well-being. This makes it difficult for a kid to concentrate on schooling or even to care about going to school. Their main concern is just surviving on a daily basis. We have to reach them a lot younger and provide them with the support they are going to need if they are going to make it academically, socially, physically, or psychologically in our modern world.

Drop out programs that focus solely on high schools are often a failure because by the time students reach ninth grade they have often decided whether to stay in school or to pursue other survival routes. In many cases they must first contend with poverty, resist the temptation of drug dealers, sexual abuse and broken families.

Staying in school to graduate will not by itself guarantee a happy and successful life. On the other hand, if schools and society can address some of the problems facing these young people in realistic and effective ways, the possibility exists that they will be able to enjoy a more rewarding and fruitful life as thinking and sensitive citizens.

Whatever a school or school system may do to aid at-risk students will also help all other members of the student body. For most students, it is never too late. At-risk youngsters are salvaged one by one. Curriculum revision and new instructional approaches are not enough; without support services, many at-risk students will continue to drop out. Essential components of such support services are personal concern by at least one adult, and a high degree of involvement to establish trust and build rapport with the at-risk student.

DEFINITION

For the purpose of this paper, the following working definition is provided.

Any individual who may discontinue or interrupt the progress in his/her personal learning and development curve, -- academically, socially, physically or psychologically -- may be considered to be a STUDENT AT RISK.

There is no one specific age at which this interruption may occur.

It must not be assumed that the individual can necessarily control the various factors which may have caused the disruption. Outside intervention may be required to assist the individual in re-establishing a personal vision of where he/she would like to go -- the future as that person wishes to pursue it.

MANAGING RISKS FOR PRE-SCHOOL LEARNERS

In Winnipeg School Division No. 1 there are a number of programs and approaches in place in the early grades to help identify students with particular needs. This paper will not attempt to explore all the paradigms used in gifted or special education programs. Instead it will focus on the regular classroom streams with which most school libraries interact.

The EARLY IDENTIFICATION PROGRAM (E.I.P.) is an on-going process of appraisal of children which includes a range of techniques, but places a major emphasis on teachers who are trained in observation. Established in 1981, the program consists of: 1. Formalized teacher observation in which a checklist is used to follow children in nursery, kindergarten and grade one.

Screening is a more formal process of individualized assessment where hearing, vision and gross motor development are recorded. In some cases, only those children will be screened about whom definite questions have emerged as a result of teacher observation.

School Review Team consists of classroom teacher, administrator, resource teacher and/or librarian, Early Childhood consultant, public health nurse, and Child Guidance Clinic personnel. After a careful assessment of the situation specific programs may be initiated and monitored by any or all of the above personnel for the individual child. The librarian often plays an important role through observation, and through assistance in providing related media resources or small group focussed activities.

The E.I.P. has been successful in helping many needy children off to a more positive start in such areas as social behavior, listening, receptive language, spoken language, fine motor coordination, and gross motor skills.

Dr. Joan Tough claims that the greatest differences in the experiences between children are likely to be those that stem from the particular expectations of life within their own families. All children learn to get along with others around them and to adjust to some extent to what is expected of them in order to fulfill their need for acceptance and to gain love and recognition. But since what is expected of them may be very different; so also may be their attitudes and values. We have a responsibility to help the students adjust or acculturate in the smoothest possible manner.

The provision of ETHNIC TEACHER AIDES in many WSD schools where there is a distinctly identifiable ethnic population has been an asset to the teachers working with children from different cultural and linguistic patterns. The aides are frequently recruited from the community. They help in the school classroom, and also maintain communication with the family. This is very important where the family is non-English speaking. These aides are particularly helpful in preparation of translations of memos and notices to the homes, and also during parent/teacher interviews. In addition, many have worked closely with their librarians to read stories in small groups on particular themes, to view filmstrips to develop vocabulary and to review concepts learned in the regular classes. Work in small groups has been very successful at all levels and types of elementary school "research" activities.

In some cases the aides have also TRANSLATED many quality Canadian children's picture books into the alternative languages of the student population so that the children could take them home for their parents to enjoy. While this is very time consuming, and somewhat expensive, we have yet to find an author who was not willing to let us do this with the original work. We have always done this work on an individual not-for-profit basis. Some commercial houses are now following our lead.

In three other communities there is a project using HOME TUTORS who work closely with the parents of Early Years children to help them understand what is happening in the school programs. In these cases, material is taken directly to the homes and is discussed with the parents (especially the mother). Pictures and charts are left with the family in both English and the family language so that the whole family can learn to use the words and discuss the ideas in the pictures. The classroom teachers make a special point to refer to the pictures often so that the children will have new information to share when the family discussion is taking place. These tutors and/or aides are given special training in interpersonal skills development, communication skills, and are responsible for nurturing good self-concept in the home-bound parent.

In some cases, progress has been made to get the parents to come to school on a regular basis to meet other parents to learn the English language as a group around special activities which relate to their children's needs. There is a requirement that an adult or older sibling must pick up the nursery and kindergarten children at 11:30 each day. Hence, it is possible to work with some of these adults and to establish the bond between them and the school.

It is the responsibility of the librarian in these schools to work closely with the project coordinator and the classroom teachers to select materials that can be shared both with the children and with the parents. In some schools special funding has been provided for PARENTING LIBRARIES consisting of print materials on child care, rearing, reading, social needs, etc. The identification of posters or charts that can be translated and/or reproduced in more than one language is especially important. Assistance from the Provincial Department of Education in these projects has been helpful. Librarians from our system work on these committees as advisors.

STRATEGIES TO MAKE EDUCATION RELEVANT/REAL/REWARDING

The basic premise for all school library programs in Winnipeg School Division is that they will be integrated into the regular classroom curriculum. The activities, stories, themes, and units are planned to support the classroom teacher and to respond to individual and small group needs. Where this planning is done well, many at-risk students can have the advantage of another fully trained and experienced educator along with their classroom teacher. The results of this collaborative teamwork is very exciting to observe. Ultimately all students benefit from the media collections which have been developed to meet local community needs. This is done of course through purchasing of commercial resources, but equally often through the locally produced materials.

PROFESSIONAL DEVELOPMENT work for the teacher-librarians in our system focuses on the need to study the developing concerns in the Division, and to share our collective expertise. (A more detailed overview of this topic appears in a paper presented at IASL in Michigan, USA in 1988.) A sample of material which comes from such study sessions is "Development of Oral Language Skills Through Library Programs" which outlines eight (8) cooperatively implemented programs. This topic was selected by the librarians who are concerned that the oral language skills of elementary school children in their schools were below average.

There are many other samples of such collaborative teamwork and sharing. Special areas of concern this past year have been Inner City Development, and Independent Learning Skills.

WHOLE LANGUAGE as an instructional strategy has been very valuable for the teacher-librarians who have capitalized on two aspects in their cooperative planning models. The opportunity to have children appreciate many stories by genre or thematic approach in their regular library times, to share many more stories in their classrooms through the room collections which are loaned from the library, and through the home reading programs, has enriched the appreciation of the language for many children.

Most schools provide ample opportunity to have students create their own stories, poems and illustrations as part of their regular and individual response to the literature, art and music about them. Frequently there are Young Author FESTIVALS, Language Arts Festivals, or Multicultural Festivals at which student work is shared. Local authors, illustrators, performers are part of the celebration.

Garden Grove School (Grades N-6, 600 students, dual track English/French) has provided a sample of one such three week festival for you to enjoy. Consider the options in it. There is something here to stimulate or respond to every child in the school (and in both English and French as needed).

G.R.A.B. 90 is a significant event in our district. It is also one of the most elaborate that we have at this time. Do ask your questions during the conference.

The Division-wide YOUNG AUTHORS CONFERENCE is run each year, in separate sections for elementary and secondary students. This is a great time to give students applause for their creative endeavors parallel to the music concerts of the physical education performances and trophies. Authors rub shoulders with other authors of their same age. In its twelfth year, YAC helps some kids find themselves in reading, in writing or in creative response. Librarians are very busy all year working towards this annual event, both in the planning and in the direct work with children and teachers to encourage the spark of genius. It is important to note that all children have an equal chance. It isn't just the "bright or academically talented" who get chosen to go to YAC.

Attendance at school may make for success. In some Inner City Schools a NUTRITION PROGRAMME has been instituted to help needy children obtain their basic food needs with a substantial breakfast every day. Snacks are also provided to some age groups at mid-morning break. Elementary school Food Coordinators/Aides have been hired to teach children the basic information about diet in their lives. School librarians have been an asset in finding posters, stories, and visual media to re-enforce these concepts. It is our belief that a child will learn better if one doesn't have to listen to the confusing rumble of a noisy stomach. This food provision has helped keep the attendance figures very high in some schools.

BLAST - (Breakfast, Lunch, After School Teacher) is another sample of a Nutrition program with a study program attached. It is currently operative in an elementary school, and while the food element is important, certain students have been targeted as candidates for extra tutoring. In most cases these are students who do not have a home environment conducive to learning, especially quiet reading, supportive listening, or help with any topic from regular class.

PEER TUTORING has been an important aspect of this program which has been successful in getting students of mixed abilities to work together. by teaming students in one-one one or in very small groups with other students, successes for the at-risk kids have shown as

- gains in their grade point averages
- improvement in reading, math, writing, communication, and study skills,
- improvement in interpersonal skills

- increases in comprehension levels
- gains in self-confidence and self-esteem.

Some off site activities are also carried out after the regular school time for students in these programs, such as visits to museums, and film production at the local art gallery.

Volunteer PHONE HOME COMMITTEEs are active in many schools where a regular team contact the home of any student who is absent. The purpose is to show that the school is supportive of the individual, and to nip truancy in the bud. It is now working effectively in both elementary and secondary programs. It also gives an opportunity for a trained volunteer to interact with the parent and/or student, and to help them find assistance of medical, professional or constabulary nature as may be needed. If the student realizes that somebody cares, maybe they will begin to trust the school system again, and become part of it on a regular basis.

ELDERS or SENIORS in the community have been very popular in some schools. Originally initiated by one librarian to draw resource people into the school to help with technical and clerical functions, the program developed to a state where "the grey brigade" began sharing other talents in art, music, story telling, hobbies, etc. on a regular basis in one part of the library. A warm attachment evolved between the seniors and the students as each began to appreciate and value the other. When some of the seniors became ill, incapacitated, or unable to come to school in the winter, they would still wave to their young friends as they passed on the way to school every morning. For the senior, it was a reason to get up early (to see their youngsters). For the children, they accepted responsibility for another person, and monitored their activities too. Several at-risk boys responded very well to this kind of personalized attention when they had no extended family of their own. In one case these contacts averted a near tragedy when one senior was ill for an extended period of time and no one else in the block knew about it.

The role of the ELDERS IN NATIVE SCHOOL PROGRAMS has been valuable in helping young people appreciate their aboriginal cultures and values. They have a highly regarded member of their own culture to talk to about the conflicts they see in the values espoused by school, those projected in the media, and the ones accepted by their family. This medium of interaction has proved very effective also for the school staff to understand better some of the stresses, particularly for teenagers. Special efforts have been made to try to find material in various formats to instill pride in the aboriginal community. Special courses have been developed in native literature for these students. The librarians have worked on these planning committees for many hours.

WORK EXPERIENCE PROGRAMS are in place in many secondary programs (grade 9 +) where the students have a specific period of time to work in local business and industry. The students soon gain a sense of "employability skills" that are necessary for successful transition from school to work and beyond. The skills essential for job seeking, job placement, and job retention become much more important and school soon becomes more relevant. Career choices are put into a more meaningful context also. The District Resource Centre has been involved with many students in these programs.

REHABILITATING THE DROPOUT

The traditional treatment of the AT-RISK topic in the literature is in the contexts of drugs, alcohol, pregnancy, and work dropouts. These topics are not examined in depth in this paper.

Suffice it to say that the bibliography contains a citation for the Garry R. Walz and Jeanne C. Bleuer recent work, entitled COUNSELOR RESOURCES FOR HELPING STUDENTS AT RISK. This is a most exciting documentation of 571 items from 1980-1990. It is commended to you for further detail on this aspect.

PROGRAM FOR ADOLESCENT PARENTS is one of the very successful program in response to drop-outs the system. Female students who are pregnant and do not wish to continue in their home school are encouraged to enrol in a special school. Here they have access to regular tutoring in whatever level of school program they are now functioning. In addition, they have the opportunity to work in their own day-care nursery part time, to assist in the food centre part time, and learn about child growth and development. Special attention is given to their own personal growth and development, including self-confidence and self-esteem building. Many of these students continue in this program after their infant is delivered, and until they are able to complete the current academic year. It is very challenging to provide a library to relate to this program. One teacher has been very supportive and has developed an Appreciation of Children's Literature course as an option in the English stream. In many cases this is the first introduction these students have had to this material. Time is also managed to help them develop their own reading skills so that they can share these stories, poems, nursery rhymes and jingles with their own child from a very early age.

Winnipeg Adult Education Centre has recently established a LANGUAGE DEVELOPMENT PROGRAM especially for Adult ESL (English as a Second Language) students. The program meets the academic requirements for grades 9 - 12 and stresses the basics of English usage. About 170 students enrol each semester, with 120 + in evening school. Presently most of the students are from South America, Eritrea, China and Vietnam. A full time librarian and a well-stocked library provide a full range of instructional services to the students. Assistance in developing study skills in English has been very important.

Other programs of similar nature are offered in other government-funded institutions and other neighboring school districts. While some would not consider this an at-risk program, it is very evident that many of these students have achieved well in education and careers in their own country. Now they lack the language facility and often the confidence to succeed in the workplace or at Post-secondary educational institutions to re-qualify in their profession or trade. This support program has proven very successful as a bridge to complete the Manitoba GED (General Education Development) equivalence examinations for these adults.

ARGYLE PRE-EMPLOYMENT PROGRAM

This school is usually considered to be a YOUTH RE-ENTRY school for those who have voluntarily withdrawn from the regular program for pregnancy, law-related infractions, low self-esteem, or other stresses. Generally the students range in age from 17-21. The program is designed to provide upgrading skills for further education, a community college or adult education programs, and to prepare the students for entry into the workforce. Usually the work experience occurs in the afternoon and evening, while the academic and socialization programs are run in the morning.

The PRE-EMPLOYMENT PROGRAM has been operational since 1984. It has been successful in creating a realistic understanding of the work ethic and business expectations.

A high percentage of the students who have completed the program have been employed successfully, and have continued in the job for a reasonable period of time. The librarian in this program is faced with the challenge that many of these students have been non-readers in the general sense. He has made a special effort to devise activities and programs involving them in visual literacy--examination of television as a propaganda device, point of view as seen from a camera, use of sound to affect the emotional tone of a report, etc. In addition he has also used several local computer programs which have dealt with career choices and the implications. Multi-media kits have also been used extensively. At the same time, many field trips, simulations, mock trials, and mock interviews have been used to build understanding of the power of information in one's life.

RESPONDING TO ADULT LEARNERS

The statistics are all around us in this International Literacy Year about the number of people who cannot read. Winnipeg is no different from the rest of the world. The Manitoba Government has established a Literacy Office, and has provided financial support for many grass roots projects.

Exemplary in this context is JOURNEYS ADULT EDUCATION. It is an adult literacy, upgrading and adult education program with 70 students, 21 active volunteer tutors and two paid teachers. This corporation has a Board of Directors of 14 people, 10 of whom are students and tutors. This helps students to take ownership for the smooth running and improvement of the program. The program receives high visibility in the local press and media. The students in the program have published three volumes of their own writing. These have been applauded nationally for their quality and candor. JOURNEYS also hosts an Annual Learners Conference for other students who are in some of the 15 other similar programs that have been spawned from the inspiration of JOURNEYS. The programs must be initiated from the local community before provincial funding can be obtained. It has been an exciting challenge to work closely with the leaders in this program, to help them publish their first two volumes, and to share learning materials with them.

In one of the rural school divisions, the PATHFINDER LEARNING SYSTEM is used to help young people between the ages of 16 and 24 bridge the gap between their formal education and employment. The computer based learning system was developed by YES

(Young Employment Skills) in Toronto, Canada. The computer-assisted instruction package helps learners develop reading and writing, mathematics, science, social studies and job-life skills. It includes diagnostic testing to help identify a learner's strengths and weaknesses. After testing, an instructor and learner together design the educational program to meet the learner's goals. The system has helped many potential dropouts by providing positive re-enforcement to change their attitudes toward education and its benefits. This is a sample of school district, business community, provincial and federal governments working together to meet a need of the at-risk students outside the urban area.

STONEY MOUNTAIN CORRECTIONAL INSTITUTION is surely as close to at-risk students as any one can find. It is a long term facility with all levels of sentences housed together. For many years our district has been involved in providing support to the educational needs of the community. This has been done with varying degrees of success. There are students from this centre who are now attending university on a part-time basis, and within the time of their incarceration will likely graduate.

One of the really significant developments recently has been the addition to the teaching staff of an aboriginal lady. She is an experienced educator, and has had considerable success in reaching some of the native inmates who have severe reading difficulties. By appealing to their native pride first, she has helped them learn to communicate more effectively, and has lead them to begin to write simple stories to share with each other.

She has drawn on native literature, and has spent much time reading to these inmates. She has found the level of discussion increased greatly, and fired by a desire to be recognized, some have written increasingly well, and are reading more avidly. One dimension of the program which has been very successful, is that Mrs. Tuesday has taken many books available in both school and public libraries and has asked the inmates to review them for stereotypes and bias. This has proven doubly valuable to us. We are pleased to have her assistance in this regard, and are constantly looking for more material for her to test out.

Frontier School Division established ADULT LITERACY CENTRES and has taken the initiative to establish learning centres and libraries in five northern communities. Stress has been placed on community development strategies - community ownership, client driven curricula, access to libraries, high quality instruction and long-term commitment. The centres' programs are delivered by qualified, experienced and, where possible, bilingual (Native language) teachers. The programs are designed for three to five years duration in each of the five communities. Access to the daily newspaper has been particularly important. The collection of library materials has been a challenge too, considering the limited amount of material related to the northern area at lower reading levels. The use of distance education and satellites is making more material readily available. The use of computers is also becoming more important. In many cases we are not dealing with drop-outs, but young adults who have not had the opportunity to attend school due to distance and the demands of work by the family. This project will be monitored with interest, and its evaluation will be of great importance.

ENGLISH IN THE WORKPLACE began in 1984. Its purpose was to promote, design and deliver language training which is tailor-made for particular workplaces in terms of the content, timing and location so that there is maximum worker participation and benefits. Since its beginning, over 50 programs have been delivered in the garment, aerospace, hospitality, manufacturing, cleaning and social service sectors. In many cases, EWP classes have been composed entirely of immigrant women, many of whom are attending formal ESL instruction for the first time. A significant number of participants of EWP classes have gone on to join the regular institutionally-based system. This program is coordinated through the Adult Language Training Unit, Adult and Continuing Education Branch, Post-Secondary, Adult and Continuing Education Branch, Post-Secondary, Adult and Continuing Education Division of Manitoba Education.

LIAISON WITH OTHER EDUCATION RELATED AGENCIES

CHILDREN'S HOSPITAL PATIENT LIBRARY CH 253 was officially opened in 1988 as a result of local radio celebrity inviting the CJOB listeners to contribute money to "Books for Kids". Substantial funds were received to develop a collection for use by the patients of Children's Hospital as well as visiting parents and siblings. The "Book Corner" is a non-medical place, designed as a haven for patients to retreat to and spend some time away from their rooms. When a child is ill or hospitalized books may provide a source of familiarity, comfort and security. They may provide stimulation, humour and diversion during stressful times. The librarian in this Centre works closely with the teachers and teacher-librarian contracted by the Winnipeg School Division to work with children on the wards and as follow-up with out-patients. The development of this collection has been a joint venture. There is a deep sense of satisfaction to see it in place and functioning so well.

The I LOVE TO READ Committee is composed of representatives of the Reading Council of Greater Winnipeg, Winnipeg Public Libraries, Provincial Library System, and the Manitoba School Library Audio Visual Association. Each year a major event is planned to culminate about 14 February to focus on libraries and reading. This year emphasis was on getting as many people as possible to sign up for a library card. A major local historic site was co-opted to house the "World's Biggest Read-In" with hundreds of children, adults, and featured artists all coming together to generate plenty of warm fuzzies, and enthusiasm for literature. Probably few genuine "At-Risk" kids were there, but everyone who came probably had the pleasure of reading reenforced for them.

Winnipeg Public Library provides a wide range of support for people who can be encourage to pick up a volume. This year an exciting PROMOTIONAL PROGRAM has blanketed the city with bill boards, bus shelter signs, posters, bookmarks, and guides. These were available to all schools in quantity, and have been well received.

COMMUNITY ACCESS CHANNELS are used by the WPL system to share story telling on a regular basis, with quality telling of reading of Canadian and other tales. Some school librarians have been featured on the channel. Bibliographies of the books and others of similar quality are available at the branches for parents and children to enjoy.

MULTICULTURAL COLLECTIONS have been expanded with more material for young children, so that parents can take pride in sharing new books in their own language. Access to these materials is provided to the school system through special loans. It is also possible for the schools to send in lists of titles that have been recommended for consideration.

LATCHKEY Programs have been developed in some of the branches to meet local needs where parents are working beyond regular school hours, and where no day-care facilities are available.

Brochures in ALTERNATIVE LANGUAGES are now also being provided in response to the needs of a multi-lingual community. This material makes it possible for individuals who are English deficient to come into the setting without feeling completely overwhelmed.

SUMMER READING PROGRAMS are carried on extensively, and continue to draw many children. From time to time some school collections are loaned to the Public Library System to fill the need for multiple copies. Usually there are no problems over losses or damage. We feel it is more important to have the materials used, and more kids involved in reading if it can be managed in any way.

BOOKMATES came to life in 1984 as one of the first projects developed and funded by the Core Area Initiatives (a City, Provincial and Federal joint project). It was designed to respond to the needs of 3-5 year olds. Children were referred by community schools, social workers, drop-in centre and health care workers. Volunteers were recruited, screened and trained as BOOKMATES. The objective was to pair an adult with a child for regular weekly visits to the local public library where they would read aloud, share the positive experiences and language building that books offer, and then borrow books to enjoy at home. The key to the volunteer's success is building a positive ongoing relationship with the preschooler -- through repeated exposure to books, shared with a caring friend in a warm and friendly setting at the neighborhood public library. It is a headstart for reading.

"Reading the Signs": a LITERACY PLAY was produced by World Literacy of Canada and Young People's Theatre. It focuses on four people, of varying ages and backgrounds, whose abilities to realize their personal goals are compromised by their lack of literacy skills. The play was taken across Canada (called the Developing Freedom Tour) following its premiere on World Literacy Day (Sept. 8, 1989). The play speaks to both potential learners and tutors. It is designed to encourage potential learners to come forward and benefit from the services offered by their local literacy groups. The play encourages potential tutors to share their gift of literacy. In addition, the play speaks to high school students about the importance of staying in school. The project was funded by major commercial enterprise, by the Department of Secretary of State, and the Ontario Ministry of Skills Development.

CANADIAN CHILDREN'S BOOK CENTRE is of the national agencies that nurtures a love of reading buy promoting the works of Canadian authors and illustrators nationally and internationally. The display at this conference will provide some perspective on the work of the Centre, including its publications, author tours and exchanges, and various promotional items. We point with pride to the success of this agency as a major promoter of authors, illustrators and publishers in Canada. Use of this material with youth will encourage them to enjoy reading as a life long habit.

CONCLUSION

This presentation has attempted to summarize the approaches taken by school libraries in Winnipeg School Division in response to At-Risk Students. It has not covered all the programs, nor has it covered these in depth. However, the features which are most common in each of these commentaries emphasizes that these programs:

- are small in size and local in scope
- are individualized around the needs of the school, the individual, or the particular localized population
- are characterized by caring and attentive staff members who are attuned to the personal needs of students.
- involve teacher-librarians significantly as an integral part of the whole program
- include teachers who have high expectations for the students, and who encourage them to reach those goals
- establish stronger links between the school and the family

Reaching and motivating students-at-risk is a difficult job. We must be wary of band-aid solutions. It is the genuine challenge that faces all in education. Teacher-Librarians are in a pivotal position to help educators at all levels to meet this challenge.

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PROVIDING SCHOOL LIBRARY SERVICES TO IMMIGRANT POPULATIONS

Kathleen W. Craver
National Cathedral School
Washington, D.C.
USA

INTRODUCTION

With the expansion of immigrant populations in major urban areas throughout the world, school systems will be educating increasing numbers of immigrant students. In the United States, for example, U.S. Census Bureau and Immigration data estimate the number of school age immigrants to be between 2.1 and 2.7 million.[1] Within the United States, several states will be most affected by these demographic trends: California, New York, Texas, Florida, Illinois, New Jersey, Massachusetts, New Mexico and Pennsylvania. This geographic concentration will greatly influence the educational programs and services of many schools. In San Francisco, for example, more than one-third of the students speak a primary language other than English. San Francisco schools currently instruct students from more than twenty different language groups. By the year 2,000, immigrant students will constitute a majority of school enrollees in California.

In New York City, approximately 28 percent of the students live in households headed by immigrants.[2] Furthermore, almost 50 percent of New York City public school students live in households with parents whose native language is not English. The number of Southeast Asian students in Lowell, Massachusetts' public schools has increased from 98 in 1960 to 2,000 today. In Dade County, Florida schools registered approximately 8,000 Haitian students who comprise 90 percent of the student body in some schools.

The problems associated with immigrant populations pose a significant challenge for educators and will have profound impact upon a nation's future. School librarians will have a unique role to play in ensuring that immigrant students receive the educational opportunities necessary for successful acculturation.

PURPOSE

The purpose of this paper is to describe the universality of the student immigrant experience, the acculturation process, the role of the school librarian with regard to immigrant populations and successful school and public library responses to the challenges posed by school age immigrant populations. Because of the unique problems associated with varying types of immigration, library programs and services which deal specifically with the newly arrived, second and third generation, guest workers and refugees will be reviewed.

STUDENT IMMIGRANT EXPERIENCE

Oscar Handlin in his classic study of immigration, The Uprooted, wrote "the history of immigration is the history of alienation and its consequences."[3] This statement can be especially true for immigrant children. The cultural trauma for immigrant children is far more serious than that of their parents. Immigrant children are usually compelled to forget and in some cases unlearn their past. The conflict between their past culture and the new culture pulls them in opposite directions. In may cases if they are to succeed they must reject the past which leaves them with feelings of betrayal and guilt.[4] Female immigrants, for example, whose culture does not believe in educational opportunities for their sex, must run the risk of defying the family in order to receive an education and gain independence.

Parental academic expectations may also be confusing for immigrant children. In some cases they may be expected to achieve at a level higher than their parents in a new land, language and culture. In other cases, their parents' academic aspirations for them may be minimal, because children are expected to leave school early and contribute to the family's income as soon as possible.

Learning the dominant language as rapidly as possible is essential for survival. An immigrant child must often serve as a translator for their parents with not only everyday domestic tasks but also with employers, physicians and businesses. The acquisition of the dominant language can be hastened with total immersion. For some immigrant children, however, their only time to acquire it may be at school since it is not spoken at home.

Language acquisition is just the first hurdle immigrant children face. The second is cultural. In school, for example, the methods of instruction may be entirely different from an immigrant student's previous educational experience. "In Jamaica...punctuality is not a priority. Classes are huge and learning is done by rote. Jamaicans come from a strong, oral tradition...They are used to listening globally and all talking at once...These children are operating from different spatial and temporal perceptions as well as from a different educational background."[5] Their techniques for learning are considered inappropriate for classes in the United States.

The price immigrant children pay to belong to American society is a costly one. The lure of money and the dominant culture's concept of success as measured by wealth and occupational status is immense. A chasm usually occurs between immigrant parents who possess less materialistic values and their children who come to identify with America's definition of success.[6]

As immigrant children continue their education and associate with children whose only language is English, they may forget their heritage language. Despite their parents' attempts to maintain their children's bilingualism, the process of assimilation-- "total absorption into another linguistic group"[7]--begins. In "Puritans From the Orient", Jade Snow described her mother's dismay at not being able to converse with her grandchild. "We were as a duck and a chicken regarding each other without understanding."[8]

Although some of these forces for change are an inevitable result of the immigration process and are in many cases desirable for both parties, the trauma of immigration can be lessened. School librarians are ideally placed to assist immigrant students with the acculturation process.

ROLE OF THE SCHOOL LIBRARIAN

During the past one hundred years, librarians in urban areas hardest hit by the flood of immigrants responded by providing programs and services designed to assimilate the immigrant family rapidly into the dominant society. These services usually took the form of citizenship study and dominant language instruction.[9] In the 1970's, the Canadian Royal Commission introduced a concept entitled, "multi-culturalism," which encompassed the enriching qualities that many cultures of the world brought to their country. Australians embracing the same concept aptly defined it as "the willingness of the dominant groups to promote or even to encourage some degree of cultural and social variation within an overall concept of national unity."[10] This shift in immigration philosophy reflected an ethnic awareness that has resulted in the need for different approaches to the provision of library programs and services to immigrant populations.

The primary role of school librarians should be to serve as a bridge between immigrant children and their families and the dominant society. School librarians possess the materials to facilitate the acculturation process for immigrant children. They should be able to assist immigrant children to adapt to a new environment and find meaning in the culture of a wider society while valuing their ethnic background and heritage. To do so, however, requires that school librarians be able to: (1) correctly identify the ethnic backgrounds of immigrants; (2) assess their educational needs; (3) acquire appropriate print and non-print materials for them and (4) provide suitable library programs and services.

The one experience that all immigrant children share is uprooting. After that, their socio-economic and academic backgrounds may be extremely diverse. "An immigrant child's identity must be plotted on a number of axes--poor/rich, primitive, rural/megalopolis urban, non-literate-oral/multilevel, academic."[11] His or her own country of origin may be very similar in culture, values, history and language to the new country's or totally different. Many immigrant children, once they are attired in Western clothes, may resemble the majority population. Others, because of the color of their skin, shape of their eyes, etc., are "eternally visible."[12] School librarians need to determine the cultural-anthropological identity of an immigrant child because it will effect the kinds of materials and services that should be provided. Reading an immigrant child's personal folder, consulting with a child's teachers and consulting with the immigrant child are a necessity. If large groups of immigrants are enrolling, it may involve contacting leaders of these immigrant communities for this information.

Assessing an immigrant child's educational needs also requires that a school librarian know a child's reading ability in their native language as well as the dominant language. Test scores may not be readily available and/or they may not reflect an accurate picture of the child's achievements and potential. School librarians must also determine the educational needs of immigrant children by providing them with a variety of materials on different levels and permitting them to make the selection.

To satisfy the educational and recreational reading interests of immigrant children school librarians should acquire print and non-print materials from a variety of sources. The acquisitions of these materials can be a time consuming and frustrating process. Yet the rewards are worth the extra effort. The following selection aids are useful for purchasing foreign language books for children and young adults. Booklist publishes a short selection of annotated titles in different foreign languages on a bimonthly basis. Included are the names and addresses of foreign language dealers. Bookbird also provides a list of annotated foreign language titles appropriate for children and young adults. The International Youth Library in Munich publishes Best of the Best every five years, while UNICEF supplies a list of books in less common languages and a list of dealers for the more common ones. Books in Other Languages: A Guide to Selection Aids and

Suppliers, published by the Canadian Library Association, is another excellent resource. In addition, librarians should consult publishers' catalogs, lists from other libraries and recommendations from school foreign language subject specialists.[13]

As students become more proficient in the dominant language, they still like to read about their native country. School librarians should purchase materials in the dominant language which contain descriptive information about immigrant childrens' culture, food, geography and history. These materials can also be used by librarians to acquaint the indigenous population with newcomers' cultural backgrounds and the contributions that their people have made and are making to their new country.

School librarians also need to provide alternatives to printed materials. Television and videotape programs are important resources for providing information on social welfare, health and legal problems that may confront immigrant children and their families. Sound recordings, compact discs and tape cassettes furnish inexpensive access to their musical and oral heritage.[14] "Books on Tape", for example, can expose immigrant children and their families to contemporary and classical literature in their newly acquired language or sometimes in their heritage language. School librarians should consult Bowker's Educational Film & Video Locator (Fourth Edition), AV Market Place and the collections of large public libraries for their acquisitions in the non-print area.

SUGGESTIONS FOR SCHOOL LIBRARY PROGRAMS AND SERVICE

The library programs and service for immigrant populations that are reviewed in this section were selected from literature published about public and school libraries. They include descriptions of immigrant programs and services from the United States, Australia and Canada. All of the programs and/or services are characterized by a strong, multicultural aspect. That is, they have enabled immigrants to maintain their links with their linguistic and cultural backgrounds. While the majority of the programs and services were sponsored by various public libraries, all are feasible, with some modification, for school libraries.

The importance of knowing the educational needs of immigrant children cannot be overemphasized. Before any library embarks upon an acquisitions program or sponsors speakers, story tellers, or guest authors, the librarian should know if a particular service, program or set of materials will be a cost effective addition to the school community.

In 1988, the Denver Public Library (Colorado) used a market research tool called focus groups to help them determine the needs of minority and ethnic populations. The groups included representatives from the Black, Hispanic and Southeast Asian communities. While the Denver Public Librarians thought that there would be significant differences among the needs of the diverse groups, they were able to determine two common concerns. All of the populations desired: (1) programs for children that make them aware of their cultural heritage and (2) collection materials in their native language or their culture.[15] The formation of library focus groups and their subsequent discussions helped develop valuable connections to the community for future library programs and services. As a result, the Denver Public Library enlarged its Vietnamese collection of books, information and support services. Materials were included on folklore, instruction in English language, Romance novels and citizenship.[16]

In 1981, Change and Har-Nicolescu conducted a survey of 240 public libraries in urban areas to determine the library and information needs of Asian-Americans. They identified the following needs: (1) health services information; (2) career counseling; (3) citizenship study; (4) assistance with continuing education; (5) English language instruction; (6) promotion of cultural community groups; and (7) news of events celebrating their culture.[17] Both of the assessment techniques described in the above section would be suitable to determine the types of services needed for immigrant populations.

The remaining programs and services may or may not have been based upon a formal needs assessment. They are included as ideas for workable, successful programs in the future. One of the most ambitious enterprises is the Queens Borough Public Library's (New York) New Americans Project. Based upon a needs assessment of the community, librarians began a series of services and programs which provided: (1) a rotating collection of foreign language books and periodicals; (2) sets of audio cassettes for learning English; (3) English as a Second Language classes in the library; (4) computers and computer assisted instruction software packages for learning English; (5) a coping skills collection designed to familiarize immigrants with American culture, institutions and local resources and (6) live performances including bilingual Greek/English poetry readings, a Chinese dance company and Slavic singers and musicians. They also sponsored a series of speakers on such topics as immigration law, education, and landlord/tenant relationships. The Queens Public Library also developed a database called ETNIS (Ethnic Information System) consisting of two hundred agencies that provide assistance or information to immigrants. They have also published a Directory of Service Agencies which many libraries throughout the country have used.[18]

Providing materials to facilitate learning English and/or to develop cultural awareness has been a constant objective of most library immigrant programs. The Akron-Summit County Library (Ohio) has developed a collection of audio cassette tapes to assist immigrants in teaching themselves English. The tapes are available in 18 languages including Arabic, Hindi, Hmong, Lao, Polish, Spanish and Vietnamese.[19] Houston Public Library (Texas) has developed a collection of recordings of children's folktales, nursery rhymes and poetry in Spanish. They also have recordings of bilingual story telling so that children who understand either or both languages can listen as a group. Librarians at Houston Public Library have also acquired kits that furnish all the materials necessary to teach folkdances and traditional games for children in Spanish.[20]

In Australia and Canada, public libraries provide rotating collections of books, magazines, discs and films in foreign languages. Individual libraries make arrangements for borrowing and loaning the materials. The general community in Australia is made aware of ethnic materials via ethnic radio stations and the Migrant Educational Television channel. Canadian Libraries also provide dial-a-story, where the telephone activates tapes of foreign language stories recorded by ethnic community members.[21]

The last two programs were designed by schools and employed writing projects to develop cultural literacy. In the first school, the English teacher used two novels describing immigrant experiences in America to enable immigrant students to compare their own observations and reactions to the reading about America. The novels were used not only for inspirational reading but also to enable the new students to successfully link their experiences with the universal feelings of immigrants from all cultures.[22] The second project involved the creation of a Heritage Center in a school library. Students trained by a local folkorist were taught to tape and transcribe interviews with local residents of a barrio (Spanish-speaking community) concerning their lives and memories. The result was a 62 page book entitled Tales Told In Our Barrio and a folklore series including a cookbook. With the assistance of the Arizona Historical Society, the school library developed a collection of books, audio and videotapes and photographs detailing the rich heritage of an ethnic community.[23]

Conclusion

There are many school libraries providing excellent programs and services for immigrant populations. The school librarian is at the forefront for assessing and providing library and information services to immigrant populations. Parents usually enroll their children in school, before they take them to visit the public library. School librarians must assume responsibility for furnishing educational and cultural opportunities that enable immigrant children to maintain their spirit of hope and endeavor. Our response will have a profound impact upon our nation's future.

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BIBLIOGRAPHIC AIDS FOR SCHOOL LIBRARIES

Keith Darling
Mt. Waverley
Victoria, Australia

In December last year, I retired after 31 years as Senior Librarian at Scotch College, Victoria's oldest public, that is, non-government, secondary school for boys. As a trained teacher with some library qualifications, in 1958 I was one of a small number of dual qualified secondary school librarians in Australia.

As a school librarian, my principal interests were children's literature, or more exactly - although it scarcely existed at the time - young adult literature, and reference work. I believed then, and believe still, that little could replace periodicals as a source of current reference material, and one of my earliest tasks at Scotch was to build up an extensive collection of periodical titles to support most areas of the College Curriculum.

At that time there was no periodical index suitable for use in Australian schools. *Australian Public Affairs Information Service*, the Australian social sciences index, was directed towards the needs of research libraries, and the American indexes, *Reader's Guide to Periodical Literature* and *Abridged Reader's Guide* were unsuitable because Australian schools subscribed to only a handful of American titles. In the early sixties, the State Library of South Australia began publication of an index, *Pinpointer*, which indexed popular periodicals: this was intended for public library use.

In 1965, as a member of the fledgling School Library Association of Victoria, I produced for the Association a small subject index to the periodicals most frequently taken in Victorian secondary school libraries - an index of about ten titles. This was sold to members at a small, very nominal, cost, but it was discontinued after two years because of lack of interest in such an index among the Association membership.

In 1968, I was ready to try again to interest secondary school librarians in Australia in a periodical index designed specifically for them and their students My wife and I registered a partnership, and a business name - Bibliographic Services - and in February 1969 we produced the first issue of our subject index to periodicals for Australian secondary school libraries, which we named *Guidelines*.

Initially, *Guidelines* was published monthly, with the December issue being a cumulated of the year's indexing. It was a duplicated (mimeographed) production, with the mimeograph stencil being prepared on a manual typewriter. Each issue was about 28 pages, and the first six issues were produced in single column format. The first cumulation was 154 pages, double column format. The number of periodicals indexed was 71, not far short of the present number, but the titles differed considerably from those at present. For example, we initially indexed a range of education and library publications; some titles have disappeared because they are no longer published, others because they are no longer relevant to Australian courses.

We began with four advantages. Firstly, I was a working school librarian, familiar with the field, and determined to produce an index relevant to school needs. Secondly, we had a ready-made periodical collection as a basis for the index - all the original titles were held in the Scotch College Library. The College allowed me the use, over a weekend, of their duplication facilities. Finally, we worked from our home. I prepared and edited the index; my wife acted as office manager; and our children, when necessary, were the (paid) staff. Because of these factors, we had no initial capital expenses, only such recurrent costs as paper and postage, which would hopefully be met from subscription payments.

For the first few years, the circulation of *Guidelines* grew only slowly. There was still only a small number of trained librarians in secondary schools. Promotion of the index depended largely on word of mouth appreciation.

In the early '70's, the importance of school libraries began to be realized in Australia. More and better training was provided for school librarians, and our state Education Departments developed library services to schools, and appointed school library advisers. These associated changes saw the value of periodicals, and the need for an index to these, being recognized in schools.

Over the last few years, also, there has been a change in most Australian curricula, with reliance on the textbook being replaced by greater emphasis on individual student research, particularly of current material. This has made a periodical index much more necessary in school libraries.

From the start, because this was not a strictly commercial operation -- I was in full-time employment - we set the subscription rate as low as practicable. In fact, we probably set it too low, and even today it is, I suspect, something of a bargain to schools. We have always been conscious, too, of the continuing funding difficulties of most of our secondary school libraries.

However, we have always been professional in our approach. I have maintained, I hope, a high standard of subject indexing, and we have always endeavored to produce the index to the best technical standards.

When *Guidelines* began publication, the basis of our subject headings was an old familiar - *Sears List of Subject Headings* - because this was the general authority for subject headings in our schools. Naturally, I had to extend this list very considerably, until I developed my own list. This is still in use, but it has been modified over the past few years to make it conform as closely as possible to the Australian schools subject headings list, that produced by ASCIS, the Australian Schools Catalogue information Service.

Two other principles guided our approach. The first was to get the index into schools as soon as possible after the entries were closed for that issue. For many years, we closed an issue on Friday, and posted it the following Monday, and we were able to do this because we were printing the index ourselves. It is only in the last six years that we have moved to commercial printing, as our subscriptions have grown. It is interesting to reflect that, although the index was designed for secondary school libraries, many tertiary institution libraries subscribed because of this up-to-date character of *Guidelines*.

The second principle was to have as much direct contact with subscribers as possible. We survey our subscribers regularly, to ensure that the periodical titles indexed conform as closely as possible to the needs of schools. We also visit schools as often as we can, to get direct feed-back from our users. We were able to do this to a limited extent when I was a working school librarian, because nongovernment schools in Australia tend to have longer holidays than government schools, but one of the advantages of retirement from school librarianship is the greater opportunities it offers for us to visit schools.

From its first issue, *Guidelines* has been, to the best of my knowledge, unique among periodical indexes in two respects. Firstly, as indicated above, it is designed specifically for secondary school libraries, indexing periodicals generally used by those libraries, and using subject headings familiar to secondary students.

Secondly, it is a general index which indexes periodicals from more than one country. Australian secondary school libraries subscribe to a range of American and English periodicals, such as *Time* and *Scientific American*, and *New Scientist* and *History Today*. Over the last few years, as school curricula have taken on a more pronounced Australian bias, the number of Australian periodicals used has increased at the expense of overseas publications. This reflected in our indexing, but we still include periodicals from the United States and Britain.

At present, we index a total of 85 periodicals, 56 of which are Australian. Of this total, eight are weeklies, and 30 are monthly publications. We produce nine issues between February and November - the Australian school year coincides with the calender year - and each issue has between 20 and 24 pages of indexing, in A4 format, printed triple column. There is something of the order of 1300 articles indexed and some 400 'See' and 'See also' references in each issue. The cumulation, published in February, is about 200 pages, triple column, A4 format.

Guidelines is now the principal subject index used in secondary school libraries, and in most public libraries in Australia. We distribute, on annual subscription, close to 1800 copies throughout Australia, Papua New Guinea, and New Zealand. This represents about 80% coverage of Australian secondary schools. Many librarians now base their periodical collection on those titles which are indexed in *Guidelines*.

In 1979, the number of periodicals suggested for indexing had become quite large, and to help accommodate many of these suggestions we split off the education and librarianship periodicals, which were intended for school staff rather than students, into a supplementary index, initially called *Australian Education Guidelines*, and now *Education Guidelines*.

The name change occurred because at first we indexed only Australian periodicals from these fields, but in 1984 we began to index overseas publications, such as *School Library Journal* and *School Science Review*.

At present, we index about 50 periodicals in the areas of education and librarianship, with the emphasis in the former on the publications of Australian and overseas subject associations, such as the Association for Science Education. Thus, within these two indexes, we cover the contents of some 135 periodicals of interest to secondary school students and staff. *Education Guidelines* is published three times a year, with the cumulation being produced in February.

Arising from my work as a school librarian, Bibliographic Services published in 1976 a small bibliography, *Guidelines to Australian Authors*. This indexed, by author, essays on Australian writers published in 19 individual collections of essays on Australian literature. In 1978, a second edition was produced. This incorporated material from new collections, but, more importantly, it also included reference to material on authors which had been indexed in *Guidelines* since 1970.

In the same year (1978), we published *Guidelines to Australian Short Stories*. This indexed, by author and title, the contents of 39 Australian short story collections, together with those stories published in the five most widely read Australian literary periodicals. These publications were both directed towards school library use, and were offered for sale to our subscribers directly.

All these publications, including the two indexes were produced by completely manual operations; only in 1985 did we begin to automate the production of the indexes. The third issue of *Guidelines* for 1985 was the first to be completely computer-generated; from that time, each issue and each cumulation has been produced in this way.

Computer production has enabled us to produce further variations and additions to our services to schools. In 1987, we began publication of the regular issues of the indexes in microfiche format. These are produced at the same time as the regular printed issues, but the microfiche differs from the hard copy in being continuously cumulated, so that each microfiche issue contains the entire indexing of that index up to that date.

The microfiche format has not been particularly popular with librarians. Schools in Australia tend not to use microfiche for student use, although the ASCIS catalogue database on microfiche, for librarian use, sells in large number. This lack of interest in microfiche may be because Australian school libraries developed late enough to pass directly from card to automated catalogue. Also, with *Guidelines*, a single cumulated microfiche in October, for example, will provide access for only a single user, while by that time there would be seven individual issues of the printed format for the year, allowing access to seven students at a time.

Our next step, will be to offer *Guidelines* on computer disk. At the time of preparing this paper, this is only in the planning stages. It is intended that the regular subscription issues will be provided on floppy disk, and schools will be required to purchase a software package that will enable them to incorporate the information directly into their automated systems. This incorporation would be as an additional, separate module, so that students will request 'Guidelines' access in the same way that they request 'Author' access. The *Guidelines* database within the system will grow with each issue as a single alphabetical index. The software will also provide keyword access within the article title in addition to direct subject-head approach to the article.

Both the microfiche and computer formats, if successful, will allow us to extend our service by indexing a greater number of periodicals, and thus better meet the needs of the differing curricula of the state systems in Australia. We are at present constrained in this by the need to keep the cumulation within the size limits of the most economical postal rates.

The second development consequent upon our moving to computer generation has been the publication of a series of subject bibliographies, each derived directly from the *Guidelines* database with little or no editing. Thus, last year, we published bibliographies of Climate, AIDS, and Australian Literature, these being sold to subscribers as a group of three. This year we will produce a further three - Aborigines, Genetic Engineering, and Children's Authors. One feature of these is that they are sold to schools with the right to photocopy for school use, so that class sets can be made if the school desires.

We have also begun production of a new edition of *Guidelines to Australian Authors*. Since this will now be computer-generated, we will be able to publish updated editions at reasonable intervals, as we plan to do with the bibliographies.

There are two further areas in which we can foresee possible developments. We will look at producing the entire *Guidelines* database for the past five years on CD-CD-ROM, with annual updates. Schools would still need to subscribe to the regular yearly issues, but they would have a single alphabetical database for previous indexing.

Secondly, we are looking at the possibility of producing an index at primary school level, particularly for students in years 5 and 6. Although the range and number of periodicals used at this level is small, we believe that librarians and students at that level are now ready to use such an index.

Despite the title of this paper, you will have noticed that I have tended to concentrate my discussion on *Guidelines*, because it was the starting point and it is still the foundation of all our other efforts. There is no doubt that Bibliographic Services has been a success in terms of the service it offers to schools. Most librarians tell us now that their reference services could not function without the index, and few have any criticisms or suggestions for improvement, apart from the titles of new periodicals they wish to see indexed.

We seem, also, to have managed to keep slightly ahead of the needs of school librarians in Australia. When we started *Guidelines* 21 years ago, few secondary school librarians felt the need for a periodical index; now this need is largely accepted. While we think now of computer formats for our information database, most school librarians tell us that they will require the printed format for many years yet, and they welcome our printed bibliographies.

Finally, I have little doubt that part of our success has been because we have remained largely a grass-roots operation. We have not set out to make Bibliographic Services a solely profit-making concern, but have regarded our work largely as a service to schools, with costs as low as commensurate with a reasonable level of service. We still work out of the family home, and we still remain a family business. We are clearly serving part of the bibliographic needs of schools well; the challenge for the next few years as we continue to serve these needs will be for us to maintain the familiarity with the school library environment which was one of our strengths now that I have retired from active participation in the field.

THE LITERATURE BASED CURRICULUM BRIDGES THE DIFFERENCE BETWEEN STUDENTS, LIBRARIANS AND TEACHERS FORMING A PARTNERSHIP FOR LEARNING

Valerie J. Downes
Morton West High School District
Chicago, IL
USA

It is with great pleasure and nostalgia that I return to Umeå to talk again about the exciting role of librarians in today's educational environment.

When I was here as an American Library Association Library Fellow in 1988-89, we talked at great length about the principles of an exemplary school library media program as outlined in the document, Information Power. Today I am here to illustrate how a partnership between the library and a literature based curriculum contributes to the successful mission of the library program. As stated in Information Power: "The mission of the library media program is to ensure that students and staff are effective users of ideas and information."

Forming partnerships within the information community is one way to encourage "effective users of information and ideas." I know that my audience includes many teachers, librarians and head masters who have already formed partnerships, so I hope that you will take away some additional ideas for deepening those relationships. I also know that many of you are librarians who serve students as well as the general public, so know that I am addressing my remarks to you in recognition of your difficult varied job. My hope is that you will take away some new ideas for developing partnerships that will make your job a little easier...and even more fun!

Let us begin with the question: What is a literature based curriculum. We will talk about this question discussing the objective, characteristics and partnerships of a literature based curriculum. Then we will view the video, Literature, literacy and Learning produced by Encyclopaedia Britannica Educational Corporation. This video visually documents the efforts of educators and librarians in implementing innovative literacy programs in libraries and elementary schools in the United States.

The objective of a literature based curriculum is: 100% OF THE INDIVIDUALS IN EACH CLASSROOM IN THE SCHOOL WILL FUNCTION AS A COMMUNITY OF READERS AND WRITERS.

What are some of the characteristics of a literature based curriculum that need to be present to meet this objective?

-Many books are used, rather than a basal reader, in teaching reading, writing, listening and speaking

-The language arts skills of reading, writing, listening and speaking are utilized in all aspects of the curriculum

-The curriculum objectives determine the materials that are used in learning

-Teachers and students take shared responsibilities for planning and carrying out learning activities

-Partnerships between students, parents, teachers, librarians, and administrators are essential for successful planning and implementation of the program

The literature based curriculum is one in which books of classical and modern literature are used as the basis of instruction in the language arts program of reading, writing, listening and speaking. Library books or a systematic literature program such as the Great Books Program are used instead of basal readers. The term "basal", used several times in the beginning of the video, refers to the basal reader approach to teaching which organizes the language arts curriculum around the stories and activities in a single reader that is used by each child. This inflexible method of teaching is replaced by individual literary works in the literature based curriculum.

Here in Umeå, the "Quarter a day reading program" is a good example of this concept. Organized by a teacher and librarian, the parents are enticed into the partnership, by being asked to read to their child for fifteen minutes a day. The children are taken to the library to select a book; read it with their parents; then talk or write or draw about it in class the next day. The teacher organizes classroom activities around the children's interest in various subjects and books rather than around a prescription listed in a single basal reader. This is an excellent example of a literature based curriculum in action.

In other classrooms which you will see in the video, several students might be reading the same book. This situation is especially beneficial for training in higher level thinking skills. Through the story the students share the same background, therefore, they can project and predict the plot; analyze the characters; discuss the author's style; and make comparisons with other stories and authors. Through working together on a publishing or art project based on the book, these students also learn the skill of cooperation.

Take a moment and think of your workplace back home. I am sure you will recognize teachers that use a literature based curriculum in which they teach the language arts skills of reading, writing, thinking and listening. They might even integrate these skills with other areas of the curriculum such as art, music, math, science, history or geography. Think a moment! How many teachers do you know who use the thematic approach in teaching?

In the video, the sequence which shows the lesson on "The Wind" exemplifies this thematic approach to teaching. First the teacher elicits from the students everything they know about the wind from prior experience. They they talk about the wind in scientific terms and do problem solving exercises. They read and write and draw about the wind. Finally they create windmills and pinwheels which they demonstrate on the playground. All facets of the curriculum are involved in this unit on the wind.

Another characteristic of the literature based curriculum is that the curriculum objectives determine the materials that are used. The materials available do not determine the objectives as they do in a textbook or basal reader organized classroom. This characteristic is exemplified by the unit on wind as well as by the sequence on the 4th grade curriculum in Virginia which centers around Colonial America. Here the objective is to learn about Colonial America and each student approaches the task differently using the vast quantities of materials available in the library media center and the classroom. The student is responsible for carrying out the learning activities after planning the strategies with the teacher, other students and the librarian.

Using literature based curriculum in teaching language arts helps the student:

-develop positive, skilled lifelong reading habits
-recognize, analyze, interpret, and evaluate literary works
-use literature to gain insight into themselves and others
-use literature to inform and build background knowledge in areas of personal interest
-increase his understanding of his culturally diverse, pluralistic heritage
-foster language growth and provide models of writing
-gain familiarity with literary forms and conventions as a means of appreciating, responding and generating his own literature[1]

Partnerships between students, parents, teachers, librarian and administrators are essential for successful implementation of a literature based curriculum. Parents do need to be included with their student in this partnership. The student will be more attuned to working in school if the parents are involved and knowledgeable about the curriculum objectives and learning activities. The home becomes an extension of the classroom as the classroom becomes an extension of the home. Interested parents become wonderful public relations voices informing the community of what is happening in the school. Those librarians who work with the general public, as well as with students, have a special opportunity to act as liaison between the schools and community, spreading the good words of cooperation and involvement.

Wonderful things happen when the professional staff develops a partnership for learning. In a study entitled When Writers Read, Jane Hansen describes a school in which teachers, librarians and administrators are involved in a writing workshop as part of a professional development program.[2] They experience the frustrations and joys of cooperative learning as part of a peer teaching and learning group. They learn to see themselves as readers and writers functioning in a community of readers and writers: THE SCHOOL.

The librarian is an essential part of this partnership as here rests the knowledge of available resources in print and non print materials. It is the librarian's responsibility to build strong collections based on the curriculum of the school and the personal reading interests of the students. The librarians teach children the information strategies they need to locate, select, interpret, evaluate and enjoy literature.

In this environment, the administrator must create an atmosphere of security and support so that the teachers will try new techniques and ideas without the fear of failure. Temporary changes in the school schedule and teaching assignments usually have to be made to accommodate special projects and programs. Interpretation of the curriculum objectives and learning activities will have to be presented to the Board of Education and community. And of course, the administrator will have to find the necessary monies for the programs and materials.

The synergism of changing and interlocking partnerships keeps programs alive and growing. Participants encourage, inspire and energize one another by sharing successes, problems and ideas. A successful partnership between students, parents, teachers, librarians and administrators "helps a student learn in, through, and beyond the book."[3]

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[1] Eleanor R. Kulleseid and Dorothey S. Strickland, Literature, Literacy, and Learning (Chicago, IL: American Library Association, 1989), 29.

[2] Ibid, 32.

[3] Literature, Literacy and learning

COOPERATIVE LEARNING ACTIVITIES IN THE LIBRARY MEDIA CENTER

Lesley S. J. Farmer
Corte Madera, California
USA

Introduction

A basic issue is, "How does learning become REAL and alive?" Fact can be presented, but little is accomplished if the student does not use them. Students can memorize theories, but if they don't internalize them or apply them to another situation, little is accomplished. Cooperative learning activities provide an effective means to encourage critical internalized learning.

How do you deal with new English speakers, the gifted, and the disabled, all in the same class? When students work in small groups cooperatively, they become more enthusiastic, produce more sophisticated results, and retain more knowledge.

The learning experience is also more effective when informational skills are used in conjunction with meaningful content. The approach that "Today is Tuesday, so it must be time for the Reader's Guide" does not result in high-level information retention--or in concentrated learning. However, when student groups are asked to follow a Supreme Court case of their choosing, their interest in how to use the Reader's Guide sharply increases. And the learning "sticks".

One other point: "benchmark project". This newly coined phrase refers to the time-honored belief that learning becomes richer when a tangible result is a goal. There's a concrete reason to learn. Whether it's a school newspaper or a video show, a scale-model dinosaur or a computer fair, students like to "own" the process and the product. Thus, a benchmark project is a learning activity that involves a complex set of experiences: locating and evaluating information, synthesizing it, and applying that knowledge by presenting the results in an original manner. And this process lends itself perfectly to cooperative learning activities.

The classroom and librarian teachers need to work hand in hand along the entire learning journey. Their planning models, the desired behavior and student outcomes needed to maxime student changes for internalized learning and critical thinking.

Cooperative Learning

Group learning benefits students because it stimulates interest, emphasizes participation, helps clarify ideas, promotes socialization, and teaches cooperation. Students are placed in an "all-win" atmosphere where prior knowledge and experience can be pooled. Having a range of judgments makes each person revise and improve group opinions, and students see the need for gathering data to justify their stands. In addition, the increased level of on going feedback improves learning. Students speak for a reason and improve their speaking ability. And, quite frankly, we all live most of our lives in groups, and learning group skills is vitally important. Cooperative learning boosts self-esteem and care about others. For the teacher, cooperative learning increases time on task and helps in managing classes with a wide range of abilities and backgrounds.

Cooperative learning activities can accomplish several kinds of learning goals. Such activities can be used to solve open-ended problems. They promote student involvement and articulation in discussion tasks. They can be used to develop a complex product, one beyond the capabilities of any one individual. They enable the librarian/teacher to divide jobs or roles equitably. They also help students appreciate different kinds of abilities and learning styles. The greater the difficulty of the task, the greater the need for effective group interaction. So more complex learning complements the use of cooperative learning activities. Both group results and individual accountability are necessary components of effective cooperative learning.

In addition to the academic task a social task is involved in cooperative learning, for a significant part of the cooperation includes social interaction. Face-to-face interaction and positive interdependence mark successful social characteristics of cooperative learning.

Let's look first at groups in general. Certain characteristics define an effective group:[1]

* collective perception
* group membership meets individual needs
* shared aims that are clear and relevant
* interdependence in problem-solving
* social organization that involves shared leadership and participation
* face-to-face interaction resulting in accurate two-way communication

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[1] Johnson . Joining Together , p.3-4: Jaques. Learning In Groups, p.1-2.

* cohesiveness through positive group norms

It should be noted that cooperative learning is not an encounter group or a group therapy. The main goal is problem-solving. It is a work group. Dee Dishon characterizes cooperative learning as learning content, finishing a task, including all members, solving problems with little teacher intervention, resolving group differences, and enjoying working together (Dishon. Guidebook for Cooperative Learning)

Generally, each group session should include these points:

* introductions or clarification of member roles
* restatement about the assigned tasks
* open-ended discussion about the problem and related issues
* decision about strategies to use to achieve goals
* work towards goals
* check for clarity and quality of work
* summation and thanks

The group should focus on solving the problems or task at hand, while insuring participation and understanding by all group members.

To accomplish these goals, group members usually assume roles: perhaps the scapegoat, the dictator, the placator. The key is to find positive, functioning roles. For working groups, several such roles are useful:

* the materials handler, who gets any materials needed and keeps track of them
* the data gatherer or reader, who reads the task and clarifies group opinions
* the evaluator or observer, who makes sure that cooperative skills are used
* the recorder or secretary, who documents the group's answers
* the checker, who makes sure that all members get the right answers
* the coordinator or facilitator, who makes sure that everyone participates
* the time keeper, who makes sure the group stays on task

"Successful group work would be easy if it were not for the fact that other people are involved." (Earl C. Kelley, The Workshop Way of Learning) However, Kelley goes on to say,

"Arriving at a common goal and releasing the energies of several people in a concerted attack on the problem is the difficulty. It is also the point of greatest reward, because each individual enriches all of the others, and the profit to each member of the group is far greater than in solitary action. But the steps are the same, and are simple. If they are kept in mind, the complexity of joint action will be the only complexity involved."

Teacher /Librarian Role

"A teacher is properly [one] whose responsibility and privilege is to arrange optimum condition for other people to learn. He creates relationships between himself and students and above all among students themselves in which students share power and responsibility as well as work not peripherally but in the very process of learning." (Braffe, p.470)

For cooperative learning to be effective the librarian/teacher must put several factors into place:

- classroom management
- clear definition of the specific tasks
- assigning groups
- instruction on group processing
- monitoring and evaluation

As with all learning activities, a positive class atmosphere provides a healthy background for effective group work. Particularly in cooperative learning, a balance must be struck between content and process, lecture and interaction. (Mayers, p.59) Class expectations must be clear, through rules and consistent modelling.

Remember that the group task can be accomplished only after adequate instruction and orientation is given. If you know your destination but have no means of transportation, you won't get there. Students should have the requisite facts and informational processing skills before trying to carry out the reinforcing task. This point may seem obvious, but I have seen cases where the teacher expected the students to put on a skit about death and grieving in a case where some students had never created a skit before--and they were given no hints on how to proceed.

The learning activity, thus, reinforces the lesson. It allows the students to synthesize and apply the concepts taught. So, to insure a successful cooperative learning activity, the librarian/teacher needs to create and clearly define achievable, specific tasks.

Clearly, cooperative learning activities are just one way to reinforce learning. Librarians/teachers need to use a variety of instructional strategies in order to meet different learning objectives. Certain objectives and tasks are particularly suitable for cooperative learning activities, though. Such tasks tend to have more than one answer, involve different senses and learning strategies, encourage critical thinking, enable students to make different contributions within a group, and require both information input and output.

In defining the task for the students, the librarian/teacher should begin by giving very specific directions so the groups can concentrate on the task itself. Provide written instructions, worksheets, or checklists to guide group discussion. Be sure that each group understands the task goal and directions before beginning the process.

Because cooperative learning activities contain social interaction, a group maintenance goal or task should also be stated. Again, as you begin to use this group structure, you will want to give a very specific social skill task assignment, such as making sure that everyone verbally participates or that every idea is understood by all the members before another idea is put forth.

The time frame should be stated at the start--and adhered to. One student in each group can act as the timekeeper.

Grouping

Dividing into groups is the next step. Groups should be small enough to ensure participation by everyone but large enough to accomplish the assigned task. For "buzz sessions", where a specific concept is discussed and responded to by clusters, triads are very workable. When a range of ideas and approaches is needed, group size should probably consist of five or six members.

Usually, groups should be heterogeneous, with students of different abilities together. Interestingly, when students self-select group membership, they tend to choose those students most like themselves. By maximizing differences, students will be exposed to a greater variety of ideas and opinions--and maximize learning. For complex tasks, students can assign themselves specific tasks to take advantage of individual abilities. One may do most of the writing, one may concentrate on creating the artwork, and another may verbalize the ideas.

Cooperative Planning

Assuming that teacher roles may be negotiated, the actual instructional plan is designed cooperatively.

Remember the story about stone soup? Essentially, a couple thought that they had nothing to offer the stranger who asked for a meal. He offered to give them a stone to put into their soup kettle. Strangely, one by one, people offered other ingredients for the soup until a delicious, sizable stew was served up.

So, too, can cooperatively designed instructional plans include a delicious blend of teacher ideas and insights.

The basic framework of the instructional plan begins with the content and information skill objectives. What do we want students to learn? The specific objectives must fit into the context of the curricula scope and sequence as well as reflect the capacity of students. What do students already know? What information skills do they already possess? For cooperative learning, a social or maintenance group objective must also be determined. In addition, the objectives should contribute to lifelong learning.

Each objective should include a minimum level of acceptable behavior. Both the teachers and the students should have clear expectations in terms of the outcomes. Only then can they accurately evaluate the process and the results.

Next, the appropriate resources must be determined. Several questions must be asked?

- What resources are available: in the school media center, locally, through interlibrary loan?
- How available should resources be: pre-selected and placed in the classroom, cited on an on-line database?
- What appropriate media are available? Do resources take into account the variety of student learning styles?
- what resources or instructional materials need to be prepared or modified, particularly as guidelines for student activity?

The objectives, characteristics of students, and type of available sources influence the teaching methodology. Again, pedagogical questions arises:

* Will both content knowledge and information skills be taught, or will one of these concepts be reviewed in order to facilitate the learning of the other concept? For example, students may already know how to locate magazine articles, but they can learn opposing viewpoints about a controversial topic through evaluating the located appropriate articles.

* What kind of introductory instruction will be given: a problem to solve through class discussion, probing questions accompanying a stimulating videotape, a role-play enactment of a current topic?

* Who will provide instruction? Ideally, team instruction blends content and information processing. However, the spectrum varies from the classroom teacher dumping the class into the librarian's lap to the librarian coaching individual students during the specific activity period. This delicate negotiating process improves with time as successful activities pave the way.

* What is the time frame? How much time is needed for instruction, for guided practice, for the cooperative learning activity, for evaluation? Furthermore, additional time is needed at the beginning as students learn how to work cooperatively in small groups. Shortcutting this step results in longer, less efficient work throughout the year.

* Where will the activity take place? The library media center may be considered an ideal learning laboratory, but realistically, a balance must be sought between classroom and library time. If seminar rooms are available adjacent to the library media center, instruction and activity can blend effectively. Otherwise, the choice of room may depend on the accessibility of resources.

* What is the assignment/cooperative group activity? Again, the classroom teacher and teacher-librarian should plan this activity (and accompanying guidelines or handouts) cooperatively. An effective way to meld the two approaches is through benchmark projects. These concrete products provide meaningful application of information acquired and processed. They are also substantial enough to require several tasks by several people. Note that any assignment needs to include a content area, an information processing skill, and a group maintenance task.

* How will the activity be evaluated? Note that evaluation occurs on three levels: the benchmark product, the class process (comprising the efforts of all persons involved), and

the entire planning process. Fortunately, with benchmark products, evaluation can be objectively measured in terms of information and presentation. The class can evaluate the activity process as well, extending the group learning. Formal tests can measure aspects of learning. Teacher observation of the processes also helps determine the success of the planning process.

Evaluation is a mindset, a conscious thinking about learning. Therefore, it should be an ongoing, formative process as much as a summation of past effort. With this perspective, the planning process can continually reflect student effort and satisfy learner needs accurately.

Using Benchmark Projects

Basically, a benchmark project is a concrete application of knowledge and skill. Usually a culminating activity, a benchmark project enables students to locate and evaluate content, and then transform it into a new form. This exciting blend of skills, information, and product motivates students and provides a meaningful context for learning. Examples of benchmark projects include: simulated newspaper of Dicken's time, a hypercard stack on the brain, and a trivia facts game on Africa. Several tasks are involved, which demand the effort of several people. Benchmark projects require active involvement and creativity, which facilitates meaningful learning. For some benchmark projects, each group may design one section, and the components can be joined among the class groups to form a significant package of information.

Ideas for benchmark projects comprise the second half of my book. However, additional inspiration can come from any direction: nature, television, overheard conversations. Some effective ideas for formats follow:

* written list, database, newspaper, magazine, cipher, code, poem, lyric, short story, play, anthology

* visual: photograph, illustration, cartoon, collage, chart, diagram, poster, bulletin board, display, timeline, flow chart, map, calendar, computer-assisted design, brochure, advertisement

* aural: audiocassette, radio program, speech, interview, debate

* multi-media: film, videotape, slide-tape, hypercard stack, dramatic form, fair

* kinesthetic: demonstration, drama, dance, scavenger hunt

* game: observation, relay, puzzle, categories, cards, board, wide game

Games, in particular, offer wonderful opportunities for cooperative learning. Their format increases motivation and interest, provides immediate and active feedback, gives information, facilitates decision-making and problem-solving, and simulates reality. (Bell, p.xxii)

In designing a game, several factors must be determined:
* the model, e.g., type of board game, relay
* the objective of the game; the basis for winning
* the rules of the game; the method of playing
* the roles of the players
* the time frame
* the resources and materials needed

Games should be pilot-tested before being played " for real". In a cooperative learning environment, groups may exchange games in order to test their validity--and to provide an effective evaluation of the activity.

While benchmark projects potentially result in high-order learning, they can be a frustrating experience if not adequately introduced. Students need to be taught how to present their findings, taking advantage of the assigned project format, just as they need to be taught the context and information locational skills.

Thus, cooperative learning activities can be considered a sphere of learning: with concentric circles of individual accountability, group interdependence, classroom evaluation, and team-teaching planning; with intersecting circles of content knowledge and information skills; and wrapped in a synthesized presentation chosen from a repertoire of formats.

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CATERING TO THE SPECIAL NEEDS OF MATURE AGE STUDENTS IN A SENIOR COLLEGE IN WESTERN AUSTRALIA

Neil A. Greeve
Canning College, Perth
Western Australia

Perhaps there is no valid distinction between clever and being well -informed. The two are also often confused as to be indistinguishable. In many situations information is so great a part of effectiveness that without information a really clever person cannot get started. With information a much less clever person can get very far.

Edward de Bono
Nova 1969

Introduction

School libraries are generally considered to be a facility that caters to students who range between the age of 4 to 18 years, depending on the country of origin. In Western Australia there are two school libraries that cater for students who range from 18 years onward. These two schools are Canning College and Tuart College.

Western Australia has witnessed a rapid growth in mature age persons returning to secondary education over the past eight years, especially those attending senior colleges. Mature age students studying within the senior colleges of Western Australia, have demonstrated that they have definite educational and information needs which require special attention so that they can achieve their potential academic goals. Many of the mature age students have not engaged in formal education for many years and this has compounded the lack of skills and knowledge that they require. A mature age student is defined by the senior colleges as those students who are 19 years or over.

The development and consolidation of information skills used by mature age students studying at Canning and Tuart Colleges have been crucial in the planning of library programmes and services offered by the college libraries. Many of the mature age students who are returning to secondary education have shown that they need assistance and training in the development of gathering, processing and evaluating of information.

This paper will deal solely with the mature age students attending Canning College and will describe the development of the library and the methods it has used to cater to the special needs of these mature age students.

History

On the 6th of April, 1981 an announcement was made at a Cabinet Meeting in the Western Australian Government, that two high schools within the metropolitan area of Perth, would be converted to "Senior Colleges". The Premier, Sir Charles Court defined "Senior Colleges" as those that would provide tertiary admission examination studies, preparatory studies at achievement certificate level, transition from school to work programmes and general adult education courses.

In 1982, the two senior colleges were inaugurated and formerly named Bentley Senior College and Tuart Senior College. Bentley Senior College was established in the Bentley Senior High School located south of the city of Perth. Tuart Senior College was established in Tuart Senior High School which was located to the north of the city.

The two colleges operated concurrently during 1982 within the two existing senior high schools, using the same facilities as the existing staff and students. The following year the two colleges began to operate as separate identities.

A substantial development of the senior colleges was the introduction of marketing the colleges within the South East Asia region so as to attract students to study in an Australian secondary education institution to gain their formal tertiary entrance requirements to study at Australian tertiary education institutions. Marketing of the colleges overseas was commenced in 1985, and is still an on going function of the colleges. Each year there is a combined total of over 350 full fee paying students who attend both colleges who come from countries such as Malaysia, Singapore, Indonesia, Sri Lanka, India, China, Japan and Hong Kong. Many of these students are mature age students.

In 1983, Bentley Senior College changed its name to Canning College due to the confusion that was caused by having another education institution named Bentley College of TAFE being situated so close to Bentley Senior College. The distance between the two colleges was only 1.5 kilometers.

College Format

At present there are over 2,300 students enrolled in the many varied courses offered by the College. The total number of mature age students who enrolled for Tertiary Entrance Examination subjects at the beginning of the 1990 academic year was 1,120.

The College staff consists of a Principal, Vice-Principal, 4 Deputy-Principals, 126 lecturing staff (full-time, part-time and casual) and 20 non-lecturing staff. The College is divided into nine main departments and these are English, Science, Social Science, Mathematics, Business and Computing Studies, General Studies, Flying Start, Personal and Career Education and Student Services. The Library is attached to the Student Services Department other services controlled within the Student Services Department are those of College Councillor, Student Councillors, Child Care Centre, Overseas Student Co-ordination and Learning Centre.

Courses

Throughout the past eight years there has been a consistent effort by Canning College to implement new courses into the college. These courses have taken the form of short courses or courses geared to assist adults to develop further skills for employment or further education. Most courses, with the exception of T.E.E. courses, have been written under contract by college staff.

Present courses being offered are the Tertiary Entrance Examination Course, Flying Start, Personal and Career Education Courses, Entry Course for Australian Academic Studies, Transition to Re-employment and numerous varied short courses which operate each school term.

Library Structure

Canning College Library has developed out of a senior high school library and due to this fact many modifications had to be made to the library to suit the needs of the mature age students using the facility.

The first change undertaken by the library was to extend its opening hours. Library opening hours were increased so as to meet the needs of those students attending night lectures as well as those students who wished to use the library a place to study.

The development of a collection that would suit mature age students has always been a prime objective of the Canning College Library. The first steps taken in the founding years of the college was to extensively weed the collection. The reason for the weeding was due to the fact that the collection had previously been developed for a senior high school and many of the items on the shelf had been selected for junior high school students and therefore weren't suitable for the mature students who were studying at the college. A sizeable budget was allocated to the library in the founding years by the college management, so as to meet the initial formation of a collection that would meet the needs of the students studying the courses being offered. Selection of materials was based on course syllabus reference materials, as well as materials recommended by lecturers. The collection development policy was hampered due to the fact that there were dramatic losses of materials from the library due to theft. Instead of the library collection increasing each year, a large proportion of the budget was used to replace those materials being stolen. This situation has been rectified by the installation of a book detection system in the library in 1988. Unaccountable book losses in 1989 was recorded as 72 items missing. The present collection has 14,000 items.

Library staffing was also increased to meet the extended time that the library was open. The staffing for the founding years of the college was composed of two teacher-librarians, a full-time and part-time library technicians and two library aides. In 1988, this staffing formula was amended and the two teacher-librarians were replaced with a full-time education officer in charge of the library and a part time teacher-librarian employed for 12 hours a week. The change was undertaken so as to have a qualified librarian with educational experience available within the library throughout the college academic year. An education officer was selected because they are employed under public service conditions which meant they have to work forty eight weeks a year and thirty seven and a half hours a week. Another staffing change was made in 1989, when a fulltime librarian was employed to cope with the increase in the cataloguing and other services operating in the library.

The seating and layout of the library has been reviewed due to a survey that was undertaken in 1987. Information received from the survey showed that mature age students preferred to sit at individual study carrells and many students requested that the noise level in the library should be at a very low level. Due to the survey, new furniture has been purchased and areas have been created within the library so as to produce low noise levels. Students wishing to work together or in groups are directed to use the Learning Centre which is detached from the Library. The Learning Centre has two part-time coordinator/lecturers who can assist students with their studies.

How the Library meets the mature age students needs.

Due to the many courses being operated at the Canning College, the Library has had to be very selective in the materials chosen to meet the resource and information needs of the students. The Secondary Education Authority of Western Australia produce a syllabus outlining the approved T.E.E. courses and recommended resources that will assist staff and students. From these recommended resource lists materials have been purchased to make the core collection for those subjects undertaken in the college. Other materials are also selected to extend and supplement these recommended materials. When selecting these supplementary materials there are such factors as reading and adult interest levels to be considered. Recommended purchases by the college staff also help to increase the collection.

Fiction material is selected so as to meet the requirements of the English courses being taken in the college, as well developing a collection that can be used by adult readers for recreational purpose. At present the collection is small but there has been a concerted effort over the past three years to increase the stock in this area.

Mature age students undertaking language studies within the college have been catered for within the library by a programme of acquiring newspapers, magazines, fiction, novels, audio tapes and video-cassettes in the text or languages being studied. Languages taught at Canning College are Chinese, Indonesian, Italian, French, German and Japanese.

A small collection of picture books is housed in the library for the purpose of mature age students who wish to borrow for their children, as well, as providing an area in which children are kept occupied while their parents are browsing for materials. The College Child Care Centre also borrows books from the picture book collection in the library for the purpose of story telling to the children in their care.

Each year the periodical collection is reviewed and new periodicals are selected to meet the needs of mature age students attending new courses being offered by the College. A weeding programme undertaken each year so as to delete those periodicals that have become obsolescent or aren't being heavily used within the library.

One facet of mature age student behavior that has been observed over the past eight years, is that most mature age students preferred educational materials to be presented in the form of non-book format. To meet the need for this type of material, the library has purchased, in conjunction with many of the subject departments, a vast number of educational video-cassettes that can be used within the lecture rooms for instruction or by the students within the library on tele-video machines. There is also a collection of pretaped motion pictures on video-cassettes that are available for staff and student use. Many of the video-cassettes are films that have been produced from novels that are within the Library fiction collection. Many mature age students use these films to develop their language skills, especially those students attending from overseas.

The Library has initiated co-operative planning and implementation of information skills with other subject departments throughout the development of Canning College. At the beginning of each academic year, newly enrolled students are given orientation lessons within the library and these lessons are spread over a period of one month.

A five week programme of lessons on information skills has been developed to assist mature age students who are undertaking the Flying Start Course. The lessons provided by the Teacher-Librarian and College Librarian, consist of developing search strategies and how to obtain, present and evaluate information. Many of the students attending this course have been absent from formal education for a lengthy period and have scant previous instructions on these skills. Evaluation of the library unit of the Flying Start Course is provided through the presentation of a written assignment by all students.

The Library and the Personal and Career Education Department have co-operated together to produce a library package that is included in a short course titled Adult Learning Skills. Within the course, students attend lessons within the College Library and selected information skills are taught during these lessons.

Mature age students who attend the Entry Course for Australian Academic Studies are introduced to selected novels held in the College Library when they attend fiction promotion sessions taken by the staff in the library. Many of these students need to be encouraged to read fiction so that they can improve their written and spoken English language.

The Library staff are also planning to introduce two other services that will extend mature age student skills in obtaining and manipulating information. These services will be in the introduction of on-line searching of data-bases through land lines as well as the introduction of CD-ROM technology in the reference section. Introducing these two new services will give mature age students the access to two new technologies that will soon be used in everyday information seeking practices.

CONCLUSION

Many of the mature age students who attend courses within Canning College are those students who left formal education at an early stage and are now seeking qualifications or improved career prospects. It is hoped with the programme of information skills lessons and the specialized resource collection housed in Canning College Library, that many of the mature age students who attend Canning College, will leave with the knowledge and skills to obtain the information they need to go a lot further into education and life.

"COMMUNICATION BETWEEN CHILDREN AND ADULTS, BASED ON LITERATURE ON TOPICS OF LIFE TOGETHER AND PROBLEMS OF DRUGS".

Siri Hansen
County Library
Bergen, Norway

ARE YOU STILL AFRAID?

Mam, now that you're a grown up -
are you still afraid of anything?
No - wait, I know!
Of steep ski hills!
And of making mistakes
in your income tax return!
And of me getting run over -

Matti.

YES, I'M AFRAID!

Yes, I'm afraid!
Not less afraid then before,
but afraid of other things now
- not of darkness
- not of dentists
- not of snowballs in my neck.

But yes, I'm afraid!
Big men for instance
are very frightening now.
These really big, deciding men
sitting behind their shining writing-tables
all around the world -
making thoughts,
enormous and scaring,
like clouds from an atomic bomb.

Inger.

ANGRY VOICES

Once last winter
I was lying in my bed all night,
or perhaps it was only half the night -
anyway it seemed very long to me.
I heard your angry voices
and it made me think about Lasse
who has a stand-in daddy

(he is seeing the real one on Sundays),
and about Kalle and his new mam,
and about Ulf and his many halfbrothers and -sisters.
STOP QUARRELLING! I yelled out loudly and angrily.
But of course you did not hear
because of your own voices being so angry.
And I couldn't sleep because of the hurting thought
which I would not think
but which I kept thinking all the time:
Imagine this is the way it all started for Ulf and Kalle and Lasse?

Matti

From Martin and Inger Skote: Er du aldri redd? (Are you still afraid?).
Freely translated for this occasion by Siri Hansen.

These poems written by the Swedish author Inger Skote and her son Martin, who was only 8 to 10 years old at the time they wrote this little book together, are good examples of a mother and her son putting words to and sharing their inner thoughts and feelings. It is a book of great generations, trying to prevent problems and difficulties in young peoples lives, and also: The use of literature as a tool for the same purpose.

THE BACKGROUND OF THE PROJECT

I shall present to you a project going on in the Western part of Norway called:

"Communication between children and adults, based on literature on topics of Life together and Problems of drugs."

Who are the participants, how did it all start, what was the reasons and the conditions for us to choose these particular subjects, what are the purposes and how do we succeed? I shall have to tell you a little about my working conditions for the time being. In the County of Hordaland in Western Norway, existing of 34 municipalities, I am working as an advisor of school libraries and children's libraries. I have near 400 schools to attend to, of which very few have a library of any standard. 13 of the Public libraries - that is the main library in each municipality district do not have a fully qualified librarian. So there is a lot to be done to raise the library services for children.

During the last 5 years though there has been progress in the area, as 53 teachers have graduated in a course in school librarianship, combining theory and practical competence. Many of the students based their principal work on developing the library in their own school.

To accelerate the progress of the school libraries the County library is cooperating with the School Director of the County on different fields. According to the law, each municipality must develop agreements on collaboration between the Public library and the school libraries. Being so much a matter of knowledge and attitudes, it is important to initiate projects that can show how the libraries can be a source of information in any field or subject asked for, and also that the children's literature can be useful in many ways other than as mere entertainment. To make the school library play a central part in the curriculum, it would be an advantage if such a project also concurs with demanding school tasks, for instance cooperation with the parents and other parts in the local society, or adapting attitudes on important ethical fields such as drugs.

So we wanted to find a subject that could fulfill these demands. We wanted a literature project with stimulating effect on the reading skills of the pupils. We wanted to show both children and parents the wonderful selection of books for young people and to give them the opportunity to get to know each other's inner thoughts, feelings and reactions through the reading of the same books, and also through conversation on subjects concerning both generations, but which they often find difficult to express or even to reveal to each other. Young people and adults often belong to different circles of friends, and so it must be. But by knowing a little more about each other's situation, by creating a better understanding for each other's needs and wishes, we hope to make growing up safer and more orderly.

ORGANIZATION OF THE PROJECT

Collaborators:

The project has been planned and developed through cooperation between the County library of Hordaland and the School Director of Hordaland. These are the main parts of the central committee, consisting of two persons from each institution, whereof I'm one. One teacher from an elementary school is secretary of the project, and a teaching professor is a consultant member.

There are four local committees, consisting of two teachers - one will be the school librarian - two elected parents, three elected pupils and the public librarian.

WHO IS RESPONSIBLE FOR WHAT?

The County library of Hordaland:

The Head librarian of the County library and I have been responsible for the literary side of the project. We have worked our bibliographies on the subjects agreed upon: The use of alcohol and other drugs, falling in love and young sex, or being just friends, conflicts in the family such as disagreement on looks and behavior, or more serious problems like divorce, death and other crises, puberty and growing up, limits of freedom. Special thought has been given to these subjects in choosing books for our ordinary school service.

On each assembly, we have presented some new books on the topic of the day. We also have the contact with the author's organizations and have requested an author to visit either the central assemblies or the local ones when wanted. The Head librarian also has worked out the necessary applications for economic support to central authorities.

The School Director:

The School Director is an institution, represented by two advisors, who have been responsible for the practical and teaching part of the project, such as contact with the local school authorities and the four schools involved, and accomplishing the central assemblies. In cooperation with the secretary of the project and the consultant, they have taken care of the teaching methods on the central assemblies. The School Director is also contributing economically.

The Public Librarians:

The librarians from the local Public libraries have attended to the local committees, providing the classes with literature in need, helping the teachers out practically and even taking over the class when asked for.

The secretary of the project:

The secretary of the project is responsible for the following tasks:

- preparing and leading the central assemblies where the local committees are participants,
- being contact person between the central and the local committees,
- writing reports,
- working out the final report,
- participating on the local committee meetings whenever wanted, and on the local assemblies.

Participating schools:

Four classes from four different schools have been chosen as participants in the project, two classes on the 6th level, that is 12 year old pupils, and two classes on the 8th level, that is 14 year old pupils. These are the local groups of the project. They have been chosen on the terms that the climate for cooperation between the school library and the Public library were good, and of course that all parts wanted to participate voluntarily.

THE PLANNING PHASE - AUTUMN 1988 - SPRING 1989.

The planning phase was going on for one year, the central committee using the first six months to do the general planning, working out the project, doing necessary agreements, applications for economic support and so on. After the schools had been chosen, the local committees established themselves, concentrating on information to the parents and the pupils involved, and practical arrangements.

THE ACCOMPLISHING PHASE - SPRING 1989 - SPRING 1990.

This phase is the real project, going on two parallel levels:

- Education of the local committees,
- Accomplishing the project in the classes.

The education of the local committees started during the spring one year ago, with two assemblies, continued last autumn with three assemblies whereof one of two days duration, and finally one assembly last april.

THE CENTRAL ASSEMBLIES - WHAT DO WE DO?

Five of the central assemblies, which counted about forty participants, have been taken place in Bergen where you can easily find a good hotel with all the commodities in need: A hall with the right size - that is not too big - group rooms, and a good meal and good service of course. The two day's assembly was held in a hotel in one of the rural districts involved, where we all slept over, and the twelve youngsters had a good opportunity to get acquainted and have fun.

From the very start we were all rather anxious about how the youngsters would get along with the adult majority, even if we did our best to meet them with kindness and goodwill. The central committee was also anxious about the parent group: What would their expectations be, how would they react on controversial books for instance. We will find the answer in the accomplishment of the assemblies.

1. March - 1989.

On this first meeting, there was of course a lot of practical information to be given and quite a few questions to be answered. We also had our first discussion on the choice of literature: Are we going to accept books with a rough language, a language that we know young people often use and take for granted, but which both parents and teachers disapprove of. This became a fine discussion on accepting serious authors' rights and claims to be honest and true, and on adults wanting to shuffle difficulties under the carpet, instead of dragging them out in the open and cope with them.

The teaching professor, Jon Flokenes, did an interesting lecture on communication in general between children and adults, using terms and ideas from humanistic and involvement education, taking care of both thought and emotions. In a comprehensible way, he made us all realize how easy it is to make a young person irresponsible for own doings by making excuses of social or moralizing kind or by telling she is under age. He also made the audience realize how easily we make barriers instead of openings for communication by the way the adult often meets or talks to the child. And finally he showed how upbringing with rules and limits or the contrary, experience, family, friends, idols, media and positive or negative surroundings effect our conduct, our possibilities to become a secure and giving person.

Then we had a lecture on how literature can be a help and a tool of communication. Young people are longing to make their own experiences, to grow up and share the freedom of the adult world. Books can give them insight by sharing other peoples experiences. It is often hard to give words to our inner thoughts and feelings. By reading about other persons with whom you can identify, the book can be a key to closed doors within yourself and to make you understand. In the newer literature for young people in Scandinavia the child or the young person is taken seriously. The author shows what it is like to grow up today and gives us insight in a world that can be totally unknown to the parent generation. Situations and problems that shows us how important it is to hold on to the friendship most parents share with their younger children, are honestly and truly described. The authors of books for young people today also have courage to write about very serious matters: Divorce, tragic death such as traffic accidents and the victims, suicide, abortion, drugs and prostitution, or just taking care of each other, relationship between father and son, mother and daughter and so on. And they do it in a way that gives you not only knowledge and experience, but a good time too.

To make this lecture less theoretical, we had chosen four pieces of texts written by four different authors, to be read aloud:

Khalid Hussain: Pakkis - about drinking pressure,

Tuppen Norvalls: Hvor er jeg når jeg trenger meg mest? - about a beautiful girl flirting with several boys and then telling them goodbye,

Tor Fretheim: Til det beste for Marte - a short story about a girl who feels responsible for her divorced mother and father, getting squeezed between them, and

Tormod Haugen: Nattfuglene - about stealing and smoking illegally.

At last the participants were divided into mixed groups, where they tried for the first time to read a text together and to make conversation, based on a few questions to help them out.

2. April 1989:

This time we heard more about what is effecting your conduct, and about making up your mind on ethical matters. Using the same texts as last time, we did some exercises on taking a point of view and defending your attitude - very revealing and instructive! We learned a lesson on how to prevent and adapt conflicts - and what is more important: It is fully allowed to disagree. And disagreement is not the same as having a conflict!

3. May 1989:

The local committees wished to learn more about methods on how to work with literature. So we invited a local author, Bente Bratlund Mæland, who is also a teacher, and whose books often are dealing with ethical questions. Using extracts from her books - dealing with truancy because of family trouble and lack of communication, criminality, negative rumors and prejudging - the participants made a radio play on cassette, a videotape, a sketch and an interview with the literary persons. These methods could bring about both reading, text analysis and writing.

4. September 1989.

Still more methods: Per Settergren and his "Kulturmodellen" or in English: "Model of culture". Per Settergren is a Swedish teacher with 20 years of teaching experience from elementary school. In this book he has collected the best exercises and methods for how to teach the mother tongue in a way that gives the pupils both knowledge and skills and enthusiasm. His method is called the "Model of culture" because he always starts with a novel or a short story or a poem of high literary quality, and through reading and adapting by writing and talking, the pupils make their own cultural products: A book about authors, about poetry, about their own experiences similar to those of the literary persons and so on. In his book P.S. presents many methods of how to arouse the pupils' interest and to keep it up. We have great confidence in his methods, because Norwegian teachers say: "This is a book about teaching Swedish and still it is the best book we ever knew about teaching Norwegian!" Therefore we spent half this assembly on presenting some of his methods and doing some of his exercises. And we bought four of his book to be used locally. Two professional teachers on collaborating methods attended the second half of this assembly.

5. 2 days in November 1989.

The fifth assembly was dedicated to death and other tragedies, grief and crises. There have been several big traffic tragedies these last two years in our part of the world, accidents where a bus of Swedish school children and their accompanies on tour in Norway crashed in a steep tunnel: another car full of 16 to 19 your old boys and girls crashed in a tunnel outside Bergen - many young people died. These tragedies have influenced our choice of subject, also because there is a growing interest among teachers and other groups dealing with children for the use of literature in situations of crises.

A children's psychiatrist, Anicken Ulvik, who was involved in the two tragedies mentioned before, spent a day with us, telling about how children react and behave when being exposed to severe experiences. She told us how to be a real friend, asking: "What can I do for you? Do you want to talk about it?" Or just stay put, making a meal and other necessary, ordinary things.

The author, Aase Foss Abrahamsen, was present both days. Many of her books deal with tragedies of different kinds, such as young people dying of cancer, traffic accidents, being an adopted child with another language and culture than her new family, a young woman deciding to have an abortion, and the psychological effects of rape on a young girl. Many of her books have been translated into English, German and other languages. She says that all her ideas come from real life, and the youngsters took great interest in asking her a lot of questions about her authorship and books.

This meeting became a sort of happening where people took out emotions and reactions they hardly had thought of - being with mostly strangers. Two of the youngsters had resently lost a brother and a father, and everyone else had lost a grandma or a grandpa or knew somebody who was in the middle of a mourning. Neither of the participants would have been without this experience, but they felt it would be difficult to repeat something similar in the local groups. What they do have got, is the information of serious crisis and their effect on children, and they know about many books dealing with grief and how to cope with this.

6. April 1990.

Another local author, Erna Osland, spent the day with us, using her own book about a strong girl and her demanding mother, together with some new exercises on taking a point of view, then changing to the opposite point of view and arguing as hard as you could.

This meeting was supposed to be the last one with evaluation and final reports on how the project has been going on in the local groups. But because many of the parents so strongly wished to go on, we will try to continue until January or February 1991, if the classes involved are willing to participate for another period. At this moment we do not know for certain if there is going to be a continuation.

THE PROJECT IN THE LOCAL GROUPS.

The local committees did the planning of the project with their own local variations. They had to give a lot of information especially to the parents, and the librarians did several book-talks. There were practical problems to solve, such as providing time to read during the school day, how to give the pupils compensation for extra school work at the evening assemblies, how to find group rooms and so on. But it worked out nicely after some time, and when the school year started in August 1989, all the participants had lots of books to read on locally chosen subjects. They have used many of the methods for communication, group work and exercises based on literature, given to them on the central assemblies.

EVALUATION SO FAR.

There have been problems:

- It was not always easy to find enough books or titles on wanted subjects, for instance on use of alcohol and drinking pressure. So the classes had to concentrate on more than one subject at a time, which they were not too happy about.
- There was a tendency to avoid more touchy subjects such as divorce and other matrimonial problems.

- To make everybody read with enthusiasm was an intricate task. Both teachers and librarians had to use all their wisdom and experience to motivate pupils and some parents too.

- To make people feel safe and comfortable is a central key to successful conversational groups, and even more to the conversations taking place in plenum. The youngsters ought to be in groups of their own from the start, while we mostly have used mixed groups. The adults have a tendency to dominate the scene, whenever they have a chance.

- It takes time to get to know each other well, and this is why so many want to continue next year. They have only just started the real thing.

- Too much work to the one class teacher. She even had to defend herself to her colleagues for spending precious time on reading!

Some positive effects:

- Parents and children have read many books for young people, books of high quality, and the project has changed their attitudes to this literature and given them new ideas of its value.

- Many of the parents have clearly expressed their gratitude as the project has given them the opportunity to deepen the personal contact and friendship with their children, and also with their neighbors and their children too.

- Through the reading and conversations following both parents and children have adapted not only their attitudes but their feelings too. They have experienced the therapeutical value of good literature.

EXPECTATIONS OF SPREADING EFFECT.

A similar project has taken place this year in an elementary school in another municipality in Hordaland, Sveio. There, classes of 4th and 5th level, that is pupils at 10 and 11, have been the participants. Our teaching professor, Jon Flokenes, has given them some support. On this stage other considerations had to be taken, for instance in choosing subjects. One experience different from ours is that children at this age are communicating not only with each other but also with the adults much more easily and more openly on any subject at all. They are revealing knowledge and insight that astonishes their good parents, who on their side are the ones to feel embarrassed.

We also know of another school that will start a communication project on 4th level next school year.

CONCLUSION

- Books for young people can be used in many different ways.
- The libraries are there; they certainly are sources of information whenever needed.
- The school is always in need of basic and new arguments for developing their school libraries.
- The municipalities need to be shown new ways to develop cooperation between their institutions.

We finally hope and believe that this project can help bridge differences

- between generations,
- between school and the pupils' homes,
- between institutions, such as the Public library and the school library and the school in general.

THE RELATIONSHIP BETWEEN THE SWEDISH INSTITUTE FOR CHILDREN'S BOOKS AND BUILDING BRIDGES OF UNDERSTANDING

Jan Hansson
Literature Pedagogue
The Swedish Institute for Children's Books
Stockholm, Sweden.

Bridging the difference between cultures, generations and religions are words from the theme of this conference. The bridge-head must built be by librarians, teachers and literature. My speech consists of two parts, one about The Swedish Institute for Children's Book and one about the building of bridges and children's literature.

THE SWEDISH INSTITUTE FOR CHILDREN'S BOOK, SBI.

The aim of the following presentation is not to give details about every aspect of the organization and function of the Swedish Institute for Children's Books but rather to point out what is common for many institutes with similar status and maybe serve as a model and inspiration for parties who intend to found new institutes for children's literature. The presentation is also meant to give examples from cooperation between SBI, schools and nursery schools.

The Institute has been in operation since 1965 and is organized as a foundation with five interested parties. The City of Stockholm, the Swedish Publicer's Association, the University of Stockholm, the Section of Authors of Juvenile Books within the Association of Swedish Authors, and the Association of Swedish Illustrators. Activities of the institute are financed by government grant. Since 1969 the institute is associated with the Royal Library.

The foremost aim of the institute as stated in the charter of foundation are

to collect, catalogue and preserve children's books printed in Sweden and as for as possible also Swedish children's literature translated into other languages

to create a research and reference library for an objective and unconditional study of children's literature in Sweden.

to work toward an extended education and research into literature for children and young people. The documentation work is based on two separate book collections: The **children's book collection** (at present more than 40,000 volumes) contain books for children and young adults published in Swedish, i.e. original Swedish works and titles translated into Swedish.

More than 1300 children's books are published annually in Sweden and about 60 percent are translations from other languages, mainly from English. Children's books sell for approximately 400,000,000 Skr a year. From 1967 on the collection comprises the complete Swedish output and the period 1930-1967 is relatively complete.. The holdings of books published before 1930, and in particular before 1900, have grown considerably lately thanks to generous donations of three private collections. One of them is a donation of the famous Swedish author Lennart Hellsing. I can mention that next year will be the 400-years anniversary of the Swedish children's book. In the year of 1591 Een sköön och härligh jungrfrwspeghel (A maiden's mirror) was published. It was translated from German and the author's name was Conrad Porta, a German clergyman. A maiden's mirror is included in the donation of Lennart Hellsing.

The collection of theoretical studies (more than 9000 volumes) is among the largest of its kind in Europe and contains works on children's books and children's reading and other subjects important for the study of children's literature. An interdisciplinary approach has given the collection its profile. Most titles are in English, German or one of the Scandinavian languages, but Romance and East European research is also quite well represented. Most of the material can be borrowed from the library as home reading or as interlibrary loans.

The institute offers service to researchers, students, librarians, teachers, publishers, journalists from the media, authors illustrators and everyone professionally or otherwise interested in children's literature. There are no activities for children.

By far the largest group of users is made up by students from universities and teacher's training colleges etc. The number of journalists, publishers and other professional groups is increasing. The institute is housed in central Stockholm at Odengatan, close to the main branch of the public library.

In this year, 1990, the staff consists of a director, an information secretary, two librarians, a library assistant, a secretary and myself. Since 1989 there is a part time position as literary pedagogue. During the initial three years it is financed by grants from Astrid Lindgren's foundation Solkatten.

My field is the use of children's literature in education.

Through membership in the Swedish Library Association, The Swedish Section of IBBY, institutional membership in IFLA, and staff members' individual membership in different organizations SBI has direct contact with all national and also a number of international organizations involved in children's literature work. The secretariat of IRSCL (International Research Society for Children's Literature) was seated at SBI during one period and the directors of the institute have both been members of its governing board.

A steadily increasing number of experts from abroad uses the institute as a gateway to the children's literature field in Sweden. It should be noted, however, that SBI does not take on an advisory service when it concerns books suitable for translations.

The journal of the institute Barnboken: Svenska barnboksinstitutets tidskrift ("Children's books" ISSN 0347-772) was founded in 1977 and is issued twice a year. It contains reports on the activities of SBI as well as reviews of professional works besides more substantial essays and articles. Special attention is paid to recent studies on children's literature published in Scandinavia. Among Swedish periodicals on children's culture Barnboken is the one with a theoretical and research related approach. Since 1981 an English summary is included.

The series "Studies published by the Swedish institute for Children's Books" (ISSN 0347-5387) is issued in collaboration with different Swedish publishers. The series contain monographs and research on children's literature. Most of the Swedish doctoral dissertations on children's literature have been printed in the series. All titles include a summary in English or German. Some occasional publications have also been issued by the institute. An up-to-date list of these is sent upon request.

The Swedish institute for Children's books tries to assist teachers and librarians in building bridges between children from separate cultures, religions and social groups. The institute's function here is that of an iniator and coordinator. Courses, seminars and conferences on different aspects of children's literature are arranged by the institute alone or together with other organizations. Collaboration with other parties concerned with children's literature is an important part of the daily work. We try to develop ideas and themes which can be used in schools or anywhere where there are children. The help may also consist in making lists of literature with for instance anorexia nervosa as a theme and to give guidance in connecting literature to the pupils own experiences. We also make drafts of projects that can be accomplished in schools with special interests by teachers, librarians and pupils together.

Even in other ways SBI tries to increase the use of children's literature in school. If there will be time for it, I shall be glad to give you some examples from my work with teachers and librarians *3.

One condition that must be fulfilled if the bridgework is to be successful is that at least one of the bridge-abutments is firm.

The material has to contain a lot of respect, generosity, understanding, knowledge and sympathy.

Let me tell you a story from Nigeria. It's called **The thirst.**
(Translated and adapted by the Swedish author Janne Lundstrom, *3)

A man, his young wife and their mothers were out walking. When they've been walking for half a day they almost died of thirst. They saw a well but it was deep and they had neither bucket nor water pail. They had to find a way to reach the water.

The woman's mother suggested:

-Put me in the well! You, mother to my daughter's man, hold my feet. If I reach the water I will fill my hands. If I don't reach the water, your son will keep your feet and put you in the well, too. If I sill don't reach the water my daughter will keep your son's feet and put him in the well. Then I'm sure I will reach the water.

They did as she said but the well was really deep. At last the young woman stood all alone with her husband's feet in her hands. The man, his mother and the young woman's mother were all in the well. Suddenly the young woman heard a splash. She asked the man:

-Was I right? Did anyone fall into the water?

The man answered:

-Yes. I think it was your mother that slipped out of my mother's hands and fell into the water.

-Well, well, I see. Now, listen very carefully to me dear husband. You must let your mother fall into the water and let her get drowned with my mother. If you do that I promise to lift you out of the well and we can go on. If you refuse, I will let you fall into the water and walk away without you.

-What would you have done if you had been in the man's situation?

I have asked many children that question but I will not tell you what they answer. The point is that young people - and not only young people - often think they have to make decisions as hard as this one. The question above is not an easy one and there are no easy solutions to the problems arising when building bridges. But there are some basic facts: the personal is universal and realizing that, is to know that you are not alone in this world feeling this or that. Questions like - Who am I? Am I like everyone else? are to be answered. We are human beings, we have the same hopes, the same fears, the same desires, the same concern, the same abilities and we all want to be individual.

The curriculum, dated 1989, of the Swedish comprehensive school established the fact that pure literature shall dominate the instruction in the Swedish language.

It is stated that "the pupils shall meet pure literature, get inclination for reading and become familiar with parts of our culture heritage."

It is obvious that teachers and librarians have innumerable opportunities to use literature as a resource in giving guidance to young people in their searching for answers to the huge, eternal questions of life. Teachers, librarians, authors and illustrators must combine their creative talents to enrich the lives of young people with works of merit. We have to share the existential agony with our pupils. "Children and young adults must be challenged to explore the inner, spatial frontiers of the mind and of the spirit - these realms must be nourished with a compatible emphasis upon the humanities", as Spencer G. Shaw said in the early eighties.*1. We can not allow the rock music to be the only forum for questions about love, hate, death, identity and God. School and literature have to discuss these things! Through discussions and quarrels intending to develop self-understanding and awareness that the personal is universal we can try to get our young people feeling a little more of security, generosity, acceptance, knowledge and respect. We know that lack of security and feelings of alienation feed racism, violence and disbelief. New ideas, new thoughts and new people are looked upon as threats. Literature contributes to the personal growth of young people by nourishing their souls and imaginations. They reveal a growing recognition of the ethnic and cultural diversities existing among peer groups that are different from a family's traditional mode of life. That, and as I said before, the realization that they are not alone in thinking about what life is and what life is going to be, will make one of the conditions of the building of bridges fulfilled - one firm bridge abutment. An abutment of children who feel security. If they do not feel secure, young people will not be able to take care and let other children from different cultural, religious, racial, linguistic traditions and social groups be near themselves." What kinds of books do we give the child who lives in today's multi-ethnic society? We give him books in which he can see himself and know his value, and we give him books that help him to understand that others are different and that differences are good. The best books are the books that show society as it is.

The welfare child, the child of militant parents, the child of the streets, the middle-class child, the wealthy child - all need to be in books, representing all the cultures and subcultures of society. There must be stories that speaks to any and every interest a child may have. We need stories that help children feel at home with themselves and with others. The heroes of every culture must be available in books so that each race may take pride in its own people and come to respect the virtues of others. "If such books are made and they are good, they will be read. If they are bad, they should be ignored." This was said by Jean Karl (*2) and the heart of the matter cannot be articulated in a better way. Fiction, teachers, librarians and pupils may build bridges together but only if the novels are full of truth and the "caretaking" of thoughts and feelings that come out of reading is honest and full of truth, too.

Because of the new curriculum of the Swedish school we can stress the value of literature even more in the work with building bridges, but there are some disquieting signs that darken the view. School tradition is hard to change and the education of new teachers need to be more marked by the curriculum of the comprehensive school than now. Teachers need profound education in and about pure literature otherwise there will be less and less the building of bridges with literature as bricks. Teachers and adults in general who work with young people, must let children's literature touch their inner and deepest feelings. These feelings and thoughts are to be reworded and expressed in a way that can be understood by children and teenagers. That is the pedagogue's challenge. The teacher has to teach about what he/she knows, the things he/she has seen and the things he/she has thought and especially the things he/she has felt as a result of reading children's literature. Without teaching there will be no building of bridges. The building of bridges must encourage the aim that regardless of race or class and economic status all are entitled to a fair chance and the tools for developing their individual powers of mind and spirit without destroying the diversity of the many cultures of man that give human life meaning and vitality!

You may say that I am romantic and maybe a dreamer, but I am not the only one and I am convinced of that there must be both books and souls which burn of truth and enthusiasm if any bridges will ever built.

Thank you.

Notes:
*1. American Library Association's Annual Conference, LA, June 28, 1983.
*2. Children's books in our pluralistic society. International Reading Association, 1972. p.20.
*3. Regnbågens fånge, Norstedts förlag
*4. Carlsson: The bells of the camel, Raben & Sjogren
Wernström: The fairy tale about Palinka and Palusjka, Gidlunds

Mayne: Drift, Raben & Sjogren

INTERGRATING LIBRARY-MEDIA SERVICES FOR ESOL STUDENTS

Jane Hardy
Albert Einstein High School
Olney, Maryland
USA

Background

Approximately 275 of the 1,375 students in our population at Albert Einstein High School in Kensington, MD, are enrolled in the ESOL or English for Speakers of Other Languages program. There are 22 high school clusters in Montgomery County Public Schools system, serving a county-wide population of 100,259 with 27,700 students at the high school level/grades 9-12. ESOL Centers and services are not located in every high school cluster, so our students are bussed from two additional high school boundary areas.

The ESOL students at Einstein High School represent 46 countries with a total of 28 different languages. (Appendix I). The major languages include Spanish, Vietnamese, Korean, French and Mandarin/Chinese. The ESOL students are tested and assigned by level at the ESOL Center, located at Rocking Horse Road Center; testing also takes place at the individual school centers with the assistance of interpreters, teachers and/or students who speak their own or a common language. Based on their speaking, reading and writing abilities, the students are then given a schedule of classes and support groups to best meet their individual needs. The ESOL levels range from 1, where the student speaks little or no English and cannot read or write in English, to level 5, where the student receives one or two class periods of ESOL instructional support but is generally mainstreamed into regular classes. Among the courses offered by the ESOL Department are five levels of English, ESOL Lab for beginning students, Basic Skills Mathematics, National/State/Local Government, Contemporary Issues, and U.S. History I and II. Students take mainstream courses for science, computers, physical education, fine arts, business, home arts, and industrial arts. After the students reach a certain level of proficiency, some are transferred back to their base schools (Paint Branch or Springbrook) to complete their high school education; others remain at Einstein High School for four years.

Library Media Center Services

Providing library media services for the ESOL students and their teachers presents unusual problems for our Media Center staff. We have two library/media specialists (professionals), two media assistants, and a media services technician, who work together to address the ESOL needs in a variety of ways:

1) we rework regular class assignments/activity sheets to adapt them for use by ESOL students and teachers. We attempt to cover traditional information/sources in a lesson or series of activities when ESOL students come to the Media Center in a scheduled ESOL class or when they are in a regular class. We have learned to present "smaller bites" for the ESOL student to assimilate, we go into greater detail or change the format to one more suitable to their needs.

a) we have adapted our Media Center Orientation presentation for ESOL students--by substituting a very simple review/test for use with the booklet "How To Use the Readers' Guide to Periodical Literature" and a ten question quiz rather than a 25 question quiz. We discovered that the use of a fifteen minute video tape "How To Use the Readers' Guide", published by H. W. Wilson, was too much--we use transparencies and a hand out to identify each part of an entry. Students also relate to the use of "The Dewey Rap", especially to the music, and gain some understanding of the ten broad categories in the Dewey Decimal System.*

b) we use an oversize (16" x 20") set of catalog cards and card packets for visual assistance when we teach the concept of the divided card catalog--Author/Title/Subject trays, with appropriate hands-on activities to reinforce the lesson.

c) we present two or three different types of reference sources by talking about them and then divide the students into small groups to familiarize them with the sources, such as Readers' Guide to Periodical Literature, SIRS (Social Issues Resources Series), and encyclopedias, after which we assist them with completing an activity sheet.*

2) we provide dictionaries for the reference collection and paper back versions for the regular collection in as many languages as possible with a combination of English/language "x". (Appendix II)

3) we work with the ESOL teaching staff and follow MCPS policies for preview, evaluation and selection of new print, non-print, and computer software materials to support their curriculum. We order print and non-print low-level materials, such as

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* See Materials

Franklin Watts, Orbis Publications, Crestwood House, Harper & Row, and Harcourt Brace Jovanovich.

4) ESOL students, teachers and instructional assistants have access to the "Easy" picture books collection, which primarily exists to support our Child Development Lab Program for juniors and seniors working with the pre-school children. In our experience, the 80+ books have been very useful for the lower level ESOL students in the ESOL Lab, in self-contained classes, and for general reading.

5) during the 1990 inventory cycle, my colleague and I quickly assessed the reading level, use of vocabulary and pictures of the books in the fiction and non-fiction collections and marked the spine of approximately 450 books with a blue dot to indicate that the book is suitable for lower reading levels (ESOL and Special Education students). We have made these books readily identifiable for the ESOL Special Education and English skills teachers; it is a quick visual clue when working with the teachers and ESOL students in book selection.

6) during the Spring, 1989, semester, my colleague developed a 15 page booklet "School Media Center Handbook for ESOL Students". Included in the booklet are step-by-step instructions on the following topics: a) the required pass to come to the Media Center except before and after school, b) using the triple-divided Card Catalog--Author/Title/Subject, c) locating a book on the shelves using a map of the Media Center, and d) borrowing a book for regular or reference/overnight circulation. Part II contains Parts of a Book, the Dewey Decimal Classification System--Second Summary Division, and A Glossary of Library Terms.*

7) groups of students occasionally meet with counselors who speak their language and can address issues of general concern. Since the counselors, based at the ESOL Center, are responsible for a number of schools and do not have assigned class space in our building, these group meetings take place in the Media Center, where the counselors also do individual testing of students.

8) the beginning level ESOL students are scheduled for two or three periods a day to use the Computer Lab for drill and practice exercises. They come to the Media Center under the supervision of an instructional assistant three to four days per week most of the year.

9) the Media Center staff works on a daily basis with ESOL students in small groups or "one-on-one". The staff assists students in ESOL-Earth Science classes with their extra credit work sheets, helps students understand their assignments, or simply points them in the right direction for print, non-print and computer software materials. Since many of the students ride school busses, they come to the Media Center during their lunch period to make xerox copies, read the newspapers ad magazines, and have access to the books and reference collection, reserve carts, and Computer Lab.

10) the ESOL teaching staff uses the Film Library at Lincoln Center, ordering on a monthly basis 20-30 films and video tapes for their class rooms. Films and video tapes are booked, sent to the schools through an internal "Pony" system for a period of three to five school days, and returned via pony. The film records and log sheets are kept in the Audio-Visual Office, located down the corridor from the Media Center. Films, video tapes, projectors, VCRs, and other A-V equipment are distributed from this office and adjoining storage room by the media services technician. Since the MST is responsible for the Auditorium, Television Studio, and A-V equipment on three levels of the building, other Media Center staff frequently cover his area when he is not available.

Other Support

Other levels of support include the following:

1) the Department of Quality Integrated Education with a QIE Multi-cultural Resource Center, providing traveling trunks of cultural artifacts and resource materials.

2) a Hispanic Hotline which operates from the ESOL Center to help Hispanic students, parents and the community become aware of the services available in MCPS and Montgomery County--MCPS programs, referrals to the Health Department, Social Services, and Family Resources.

3) MCPS Cable Homework Hotline Call-in Program--MCPS has a television station on the local cable system. During late afternoon hours two days a week, a "Homework Hotline" program is telecast. Students call in with homework questions or problems and teachers covering several subject areas are available to answer questions and provide assistance.

Functional Tests

A major problem facing the ESOL students in MCPS is that Maryland state law requires all students to pass Functional Tests in Citizenship, Mathematics, Reading and Writing in order to receive a high school diploma upon graduation rather than a certificate of attendance. The functional test requirements control the ninth grade curriculum; the tests are given both fall and spring semesters so that students who do not pass them in the ninth grade have several opportunities to do so prior to graduation. ESOL students coming to the U.S. from war-torn countries where they received little formal education are really at a disadvantage. Students are pulled from ESOL and mainstream classes for remediation programs prior to each testing cycle--they spend a lot of class time using the Computer Lab for drill/practice sessions, especially for the Citizenship tests. As of mid-May, five ESOL students had not passed all four of the functional tests to meet the state requirements for graduation.

Montgomery County Public Libraries

The Public Library System in Montgomery County, established with four regional and 21 branch libraries and a Detention Center facility, serves the needs of a rapidly growing county of 700,000+ people. My colleague and I work with Mrs. Linda Tse, head of the Service to Cultural Minorities Division, Montgomery County Public Libraries, to publicize the county's special programs and services.

We have found their translations of the Dewey Decimal Classification system very useful for our orientation programs and for working with ESOL students; translations currently available include Chinese, Korean, Spanish and Vietnamese. We also distribute additional information/registration applications for free public library cards in those languages, as well as the location of specialized collections.*

At the Rockville Regional Library, a Telephone Reference Department operates 64 hours each week, staffed by eight librarians working with a telephone, 2,000 books and reference materials, 800 of which are located on a five-tiered, rotating bookcase. The staff uses the books on the rotating case, shelves, and several computer databases to answer questions. This service has been available since 1982; in 1989, they handled 64,029 telephone calls. We have used this service for our teachers, students, and our own "difficult questions" over the years with excellent results.

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Appendix I

ANALYSIS OF ESOL DATA - ALBERT EINSTEIN HIGH SCHOOL
December 20, 1989

SEX

F - 134
M - 138

GRADE

9 - 118
10 - 75
11 - 59
12 - 20

ESOL LEVEL

1 - 51
2 - 54
3 - 44
4 - 54
5 - 59

BASE SCHOOL

E - 107
PB - 23
S - 142

COUNTRY

Afghanistan	2
Argentina	1
Bangladesh	6
Bolivia	10
Brazil	1
Burma	2
Cambodia	1
Cameroon	2
Chile	1
China	14
Columbia	2
Congo	1
Cuba	2
Dominican Rep	3
El Salvador	52
Ethiopia	6
Germany	1
Ghana	1
Greece	1
Guatemala	13
Guyana	2
Haiti	9
Honduras	2
Hong Kong	2
India	5
Iran	3
Jamaica	2
Korea	15
Laos	9
Liberia	1
Malaysia	1
Mexico	1
Nicaragua	15
Nigeria	1
Pakistan	2
Panama	2
Peru	5
Philippines	1
Sierra Leone	1
Somalia	1
Soviet Union	1
Taiwan	3
Thailand	5
Venezuela	8
Vietnam	51
Zaire	2

LANGUAGE

Amharic	5
Bengali	6
Burmese	2
Cantonese	9
English	5
Farsi	3
French	14
Ga	1
German	1
Greek	1
Gujerati	2
Hausa	1
Hindi	4
Khmer	1
Koranko	1
Korean	15
Lao	9
Mandarin	11
Pashto	2
Portuguese	1
Russian	1
Somali	1
Spanish	117
Tagalog	1
Thai	5
Tigrigna	1
Urdu	1
Vietnamese	51

TOTAL COUNTRIES - 46

TOTAL LANGUAGES - 28

Appendix II

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Langenscheidt's - different editions: Danish, Dutch, French, German, Italian, Portuguese, Spanish, Turkish, etc.

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Thai-English and English-Thai Dictionary. Saphrograph, 1974. $27.50.

Thai-English Student's Dictionary. Haas, Mary R., ed. Stanford University Press, 1964. $28.50 pb.

Charles E. Tuttle Co., Inc.
P.O. Box 410
28 S. Main Street
Rutland, VT 05701-0410
1-800-773-8930

Facts of File
460 Park Avenue South
New York, NY 10016
1-800-322-8755

French & European Publications, Inc.
115 Fifth Avenue
New York, NY 10003
1-212-673-7400

Harper & Row Pubs. Ind.
10 E. 53rd Street
New York, NY 10022
1-800-242-7727
Imprints include Funk & Wagnalls
and Ungar Publishing Company

IBD Ltd.
P.O. Box 467
Kinderhook, NY 12106
1-800-343-3531

Imported Pubns., Inc.
320 W. Ohio Street
Chicago, IL 60610
1-800-345-2265

Langenscheidt Pubs., Inc.
46-35 54th Road
Flushing, NY 11378
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Macmillan Publishing Company, Inc.

Orbis Publications, Inc.
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1105 Lantana Drive
Los Angeles, CA 90042
1-213-258-6348

Sarograph Corporation
4910 Ft. Hamilton Parkway
Brooklyn, NY 11219
1-718-331-1233

South Asia Books
P.O. Box 502
Columbia, MO 65295
1-314-474-0016

Spoken Language Services, Inc.
P.O. Box 783
Ithaca, NY 14851
1-607-257-0500

Stanford University Press
Stanford, CA 94305-2235
1-415-723-9434

University Microfilms, Inc.
300 N. Zeeb Road
Ann Arbor, MI 48106
1-800-521-0600
Imprints include Books on Demand

University of California Press
2120 Berkeley Way
Berkeley, CA 94720
1-800-822-6657

Yale University Press
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New Haven, CT 06520

866 Third Avenue
New York, NY 10022
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Imprints include Scribners & Cassell's

Orient Book Distributors
P.O. Box 100
Livingston, NJ 07039
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GRAND SCHEMES AND NITTY-GRITTY DETAILS: LIBRARY PUBLIC RELATIONS THAT WORKS

Dawn Hansen Heller
La Grange, Illinois
USA

INTRODUCTION

Every library, of every type, has a public relations program. Granted it may be an unplanned one. It may even be a "bad" one. But in every library situation, an impression is continually made on patrons, staff, policy makers, and local media. That's why I am firmly convinced that effective public relations cannot be left to chance.

There is an old adage that "Nothing succeeds like success." Therefore, if we are looking for ways to create successful public relations programs for our libraries, we may want to examine, extract from, and emulate the efforts of those libraries that have award-winning public relations programs.

Each year a division of the American Library Association (Library Administration and Management Association) and the H.W. Wilson Company sponsor the John Cotton Dana Library Public Relations contest. For more than ten years I and a partner have examined the winners in this prestigious national context and have reported on each of them in our bimonthly newsletter, LIPP (Library Insights, Promotion, and Programs. We have also compiled an analysis of the winners in a book, published by Libraries Unlimited in 1987, called Grand Schemes and Nitty-Gritty Details: Library PR that Works.

During the analysis of the various winners each year, we concluded that there were nine distinct qualities in winning library public relations programs -- or ninth "grand schemes" that are at the heart of successful and winning library public relations programs.

What I propose to provide here is a brief overview of the nine qualities that we have identified, along with some specific winning programs that libraries have used to reach out to patrons in school libraries and to children and young adults in public library settings.

I believe that many of these ideas are "creatively adaptable" to other settings and other situations. Good ideas are not dated. In fact, if an idea has been successful in one place, there is a good chance that with some modification, it can be transferred successfully to another library.

We wrote our book because we believe that by sharing ideas, we are all enriched. Improved library public relations will mean stronger support for library service, better informed patrons, and a greater sense of worth for library staff.

PARTNERSHIPS

Winning libraries form partnerships with other groups. This is a major concept in many winning PR programs. The partners may be a segment of the business community, a community organization, senior citizens or parents, or a special social agency.

For example, the Brown County Library, Green Bay, Wisconsin, formed a long-lasting partnership with a local hospital auxiliary to sponsor an annual "Body Shoppe" program for children, focusing on health and wellness. Young people had an opportunity to try out a hospital bed, use crutches, ride in a wheel chair as well as have their blood pressure tested, view models of parts of the human body, and learn more about promoting a healthy lifestyle. Women in the hospital auxiliary served as volunteers to assist the library staff in putting on the annual event, which drew families to the library in great numbers.

Many cooperative efforts between school and public libraries also won John Cotton Dana awards when they focused on promoting reading for students. Dauphin County Library, Harrisburg, Pennsylvania, called their joint program "Propelling Reading" and they concentrated on "family reading" as the focus of their PR campaign.

A highly successful way to attract interest in school libraries is to plan and sponsor annually a "Presidents' Breakfast" at the start of each school year. At Riverside-Brookfield High School, Riverside, Illinois, the media staff invited the presidents of all community organizations, village leaders, etc., to come to a breakfast program meeting each fall. They featured a special program from the school that would be of interest to adult residents, but they were always certain to be sure that the library media program was a component of that program. This is an effective way to build connections and links to community leaders and understanding and support for the school library.

PROGRAMS

The second grand scheme which characterizes PR strategies of winning libraries is ***they offer strong programs featuring their services and resources***. At the State Library of Ohio, it was "A Sendak Celebration: Let the Reading Begin," a well planned, comprehensive statewide summer reading program saluting the works of award-winning children's author/illustrator Maurice Sendak. The State Library produced materials and manuals, sponsored workshops for librarians, and promoted library services through an exhibit at the Ohio State Fair. Each participating library added its own touch to the overall theme. The state blossomed with monster-making and lots of "wild things" throughout the summer.

CREATIVE IDEAS

Winning libraries capture attention with bold imaginative ideas. Their efforts are filled with sparkling ideas and clever, catchy slogans. Our attention is captured by the creative and even the unorthodox ideas that library award winners have used. Creativity is high on the list of strategies that winners include in their public relations. In Tacoma, Washington, it was the title of their summer reading program, "20,000 Books under the Sea" that set the creative tone. In North Carolina they created a special frog mascot named JOAB (Just Open a Book) to encourage student reading.

In Harrisburg, Pennsylvania, a public librarian dressed as "Mrs. Pockets," with an apron full of pockets holding library-related reading promotion materials, visited the local school classrooms to sign up students for summer reading.

SPECIAL EVENTS

Libraries have found that ***special events put the library in the spotlight.*** These special occasions serve as a focal point for broader public relations campaigns, in many cases. Sometimes they are just good fun . Consider, for example, the special "stuffed animal" parade which the Martinsburg-Berkeley Public Library, West Virginia, offered for children as part of their new library dedication on what they called "Super Saturday."

The Sheridan County Fulmer Public Library, Wyoming, has attracted wide attention by sponsoring a Renaissance Pleasure Faire, complete with crafts demonstrations, Shakespearean players, jesters and mimes --- all invoking times past and drawing huge crowds and effective media coverage for the library.

GREAT GRAPHICS

It is essential that libraries ***use eye-catching graphics to enhance the library's image.*** Today's audiences are used to sophisticated television and print advertising. We need to use effective visuals, as well, to attract interest in library programs and services. Some libraries are adept at using commercial "clip art" services, from whom they purchase relatively inexpensive copyright-free art in a variety of styles. They can then use such art to produce polished print pieces. The Lincoln Library, Springfield, Illinois, was very successful in creating posters promoting their term paper clinic, using the drawing of a sport shoe as their design and the appropriate slogan, "Get a running start on your term paper."

Libraries, particularly in schools, are also making use of photography and newer video technology to prepare slide shows or video tapes about their services and collections. Often they use contemporary movies as "take-off" themes. Many a library has had "visitors from outer space" or even "fast-food restaurant slogans" as part of their own creative slide or video efforts.

"PEOPLE" PEOPLE AND PLACES

Another grand scheme centers on the significance of people in all successful PR campaigns. ***Winning libraries demonstrate a concern for people, both patrons and staff.*** These libraries also ***create an appealing 'we care' environment in the library.*** Sometimes these attitudes are reflected in their recognition of local situations and the kinds of programs that they choose to offer. For example, the Laurel Bay Schools, South Carolina, serving a United States Marine Base, sponsored a special reading program called "Daddy, Will You Read to Me?" because many of the children did not see their fathers as much as children in other school settings. For those children whose dads were away on assignment, the school's guidance department matched up surrogate "dads" from volunteer Marines at the military post.

In Louisville, Kentucky, the public library sponsored a special program entitled, "Why did Grandpa Have to Die?" which helped parents explain death to their children.

At the Genessee District Library, Flint, Michigan, a potentially nasty censorship issue was turned around when the library started an information campaign to educate parents through a program called "Know What Your Child is Reading." Through speeches at local Parent-Teacher Associations and community groups meetings, the local librarians educated parents on how to select books for their children without infringing on the rights of other parents to choose reading for their families.

One particularly appealing program was offered by the San Francisco Public Library. Called "Book Buddies," it was a campaign to bring library books and stories in many languages to thousands of hospitalized children in area hospitals. A well coordinated volunteer program maintained an active core of 120 volunteers who reached out to hospitalized children with storytelling, puppetry, and library promotion. Program visibility was enhanced with posters, brochures, buttons, stickers, and bookbags, all carrying the Book Buddies logo. Volunteer training was provided in techniques and resources for sharing children's literature, including an overview of the hospital experience for children. It was felt important to make sure this was a multi-lingual campaign because of the multi-lingual nature of the community served. Participating hospitals supported the program by providing space for read-along collections, through support of training programs, and coordination of the volunteer programs on site.

CREATIVE ADAPTING

Sometimes we call it "profitable pirating," but the fact is that strong public relations practitioners often ***find ideas in the real world to adapt creatively.*** Perhaps it may be the adaptation of an evaluation form for guests at a popular motel chain which, with a bit of restructuring and rewording, can serve as a questionnaire to measure library patron satisfaction or perhaps the library is able to copy local department store's clever use of inexpensive items to create an unusual window display.

National advertising campaigns with catchy slogans have also proven to be fertile ground for libraries which creatively adapt them to promote their own services. For example, Mobile Public Library, Alabama, had a smashing success with their slide show entitled, "Info to Go: Read In or Take Out," a take-off on the fast food industry expanding across the globe.

One library successfully adapted the popular Monopoly game into a Summer Reading program, where children selected reading choices based on popular local landmarks in Chicago. If they landed, for example on the square marked "Wrigley Field," (home of the Chicago Cubs professional baseball team), they needed to select a sports book for their next reading choice. Children not only read a wide variety of books as a result of the Elk Grove Village, Illinois, library program, but learned much about their local metropolitan area as well. Parents also cooperated by often taking children to visit many of the sights that appeared on the "Chicago Travel Adventure" game board.

NINE TO COUNT ON

The final ninth grand scheme identified as often employed by library PR champions is that winners ***develop a wide variety of approaches in their PR plans.*** Making use of many approaches we have already identified, library public relations experts realize that a comprehensive library PR strategy will be based on a carefully developed plan that incorporates specific objectives related to the overall goals and objectives of the library. Consequently, a variety of approaches will undoubtedly be needed in order to reach all of the specific objectives.

THE PLANNING COMPONENT

In all of the winning entries, there is always a clear mark that the libraries have planned carefully in creating their public relations campaigns. They have structured their efforts through careful analysis of the patrons they serve; they have targeted their audiences to reach the patrons desired; they have selected techniques and modes of communication that encompass both "mass media" (one-way communication) and interpersonal approaches; they have planned their execution of public relations campaigns carefully; and finally, they have incorporated evaluation of their efforts in order to recycle for another round of planning and execution of public relations winning "grand schemes."

Is it worth the effort? There seems to be a unanimous yes to this query. There are three key reasons for libraries to develop a planned program for public relations: first, such a plan will help the library in attracting and serving its clients; second, such a plan will help in attracting financial support for the institution; and third, a PR plan can help to stimulate and rejuvenate the employees of the library. They will have an enhanced sense of direction and mission. In other words, a public relations game plan helps all staff members feel that they are on the same team --- and it's a winning one.

TO CONQUER A LANGUAGE

Annika Holm
Stockholm, Sweden

This a short report from the work with alphabetization that has been done in Nicaragua during the 80's. Looking at Nicaragua today there is a big risk that a promising work has been stopped.

I am a writer of books for children. I am not a librarian, or a sociologist or a teacher. I used to work as a journalist and that is probably the reason why I came to visit Nicaragua, a very small country very far from and very different from Sweden. My first visit took place in 1982, a little more than two years after the Sandinist liberation of the country. My latest visit was in November 1989, two months before the Sandinist loss in the elections. I also spent a November month 1984 and January 1986 in the country.

Towards the end of the 70's a colleague and I interviewed some hundreds of Swedish children about how they felt in their hearts looking upon their way of life now and in the future. It resulted in three books and in the fact that I felt very depressed. The wonderful, talkative and talented children we had met did not feel well or happy. They did not look upon the future with hope but with fear. They found the world around them old, tired and badly used by earlier generations, including their parents' generation. They felt lonely as individuals, they did not trust their own capacity of possibility to change anything. They hardly ever looked upon grown-ups as friends. Almost everyone felt that he or she had nobody to talk to about important things. A generation of pessimists.

Thinking and mourning over this I read about the revolution in Nicaragua in 1979, the first on the South American continent. I read about the first step that the new leaders took in order to build the country: the alphabetization campaign. "First of all we must teach everybody to read and write so that they can take part in the big project to build schools for the children. The children - "los mimados de la revolucion" - the jewels, darlings of the revolution".

And I started imagining about being a child in Nicaragua. what was it like, compared to being a child in Sweden? Nicaragua was as much the contrary of Sweden as I could think of. The country had lived in and close to war since Columbus, it was one of the poorest in the whole world, the majority of the people lived in the countryside, there were hardly any industries and no infrastructure.

A friend/photographer and I spent a month in the country in March 1982. We walked in the streets, visited schools and nurseries (there were a few, built the year before), culture houses (there were many), libraries, restaurants, markets and so on. We talked to children, teenagers, grown up people, old people. We lost our hearts and won back our hope.

The people we met were all fighting, no longer with arms, but with their whole selves. They were fighting for a better life and future, convinced that this was coming. Well, in fact it had already arrived and it was changing into a better and better life every minute. Everybody laughed, told us stories, sang, and quite a few did something else too: they wrote. They wrote poems, songs short stories, jokes. They certainly had problems because they had not got much paper or many pencils. They wrote on pieces of a used bag or a matchbox or anything. They liked to write and they found it important not just to talk but to write it down. "We have to conquer our history, our cultural identity, our language." So they said and so they acted.

A majority of the grown-ups went on to basic education after having learnt to read and write during the campaign in 1979-80. They went to school in the nights and on Sundays. Almost every child started to go to school during this period which meant that in the school buildings - many of them barns or hardly barns - sat side by side children of six and teenagers learning the same things.

The problem, of course, was that the teachers had to teach without any material. There was a new ABC-book - Los Carlitos - but not in enough copies. There was not enough money to print it. So the majority of the children had to write their own book. They had a pencil and a note-book and wrote down what the teacher told them to write. That was their homework for the next day. It was a makeshift arrangement but it was better than nothing.

Then, after a few years, the Reagan government started their war against the liberated Nicaragua. The war consisted of sending financial resources to an armed contra-revolution, and of organizing an effective economic blockade. It suddenly became impossible for the Nicaraguans to repair their machines because they couldn't buy new components, they could no more import paper or pencils or anything from the United

States. There was a tremendous lack of all kinds of school materials and many children had to leave school because they could not buy or find a pencil to write with.

When I arrived at the airport in Managua in November 1984, I was surrounded by young beggars. "Please, por favor..." and I felt so sad. Last time, in 1982, I had seen no beggars at all. The children wanted pencils, and pencils and pencils. When I had given away my three or four pencils I had to say no. "I don't have a pencil but you can get some cordobas." "No", said the children, "we don't want that, we just want pencils so that we can go to school again."

A lot of countries started to help the children of Nicaragua by sending pencils, note-books. Quite a number of school-books had been made by the school department but were not printed because of the situation. Sweden, Norway, West Germany and some other countries cooperated in financing the printing of these books. In Sweden an organization called "Nicaragua must survive" was formed with the goal to help the children in school. It was a very effective help, and it was very easy to mobilized people for this goal. A dollar to a school-book - everybody understood this, it was not controversial at all. Millions of Nicaraguan school-books were printed and shipped over the seas.

But - as you all know - school books are important but not all you need. You have to read for pleasure as well. And there was another problem. Literature for children did not exist in Nicaragua. One or two books, not more. A few titles from Cuba. Nothing from other countries. What should the children read when they wanted to read something other than the school-book?

We discussed the problem in the group of writers, actors, journalists and librarians that I belonged to. It is called "Wiwili" after a famous place in the north of Nicaragua where Agosto Sandino first built his paradise society for people who wanted freedom, knowledge, food and love. We knew that Nicaragua had this strong cultural tradition and this strong feeling for the need of culture. In Nicaragua culture is essential - but not for consuming in elegant theatres, music halls and book shops but for living with in everyday life, a way of seeing each other, treating each other, looking upon life. In Nicaragua I first discovered that culture can be something else than the beautiful marzipan rose on a birthday cake. It can be the yeast or the baking-powder which makes the bread nice and eatable.

The idea that was born during a seminar on Latin-American literature in Stockholm 1987 was to arrange a literary contest in Nicaragua. Some librarians happened to have started an organization in order to work for a Nicaraguan children's literature. It was called ANLIJ (Asociacion Nicaraguense de Literatura Infantil Y Juvenil) and we decided to cooperate. We got money from SIDA (Swedish International Development Authority) and the contest was announced in Nicaragua in the fall of 1987. Anyone who was Nicaraguan could write a story for children before June 1988. When an international jury met in Managua in September 1988 they had almost 250 stories to read, written by 150 authors. Impressing.

"Un guegue me conto" - A wise old man told me - by the journalist Maria Lopez Vigil won the first prize. It is an exquisite story about how Nicaragua was created and about how people lived there before Columbus. It came out as an even more exquisite book together with illustrations made by the author's brother Nivio, archaeologist as well as artist. Brother and sister have made a book full of poetry, humour and temperament, a book that - I am sure - will be read and loved in many countries and in many languages. It is very specifically Nicaraguan, in language and in thinking, which gives it a special character.

The book was beautifully printed in Sweden in 20,000 copies. 19,000 were sent to Nicaragua, half of them as a present to the Nicaraguan National Library to be distributed free all over the country. The other half was given to a Nicaraguan editor to be sold commercially. But the condition was that the money earned should be spent on printing new books for children. Because the Swedish point is, of course, that it should be possible for the Nicaraguans to produce their own books. Therefore we are going to cooperate in editing another of the prize winners, an anthology of 12 short stories. The illustrations will be made by Swedish and Nicaraguan illustrators.

The contest thus resulted in two or three new titles for children. It does not seem very impressing, perhaps, but it is meant to be a start, an injection, and we have reasons to believe that it is so. The Nicaraguans are proud of this beautiful book and this feeling inspires them to make more books. We also hope that the readers of the book will ask for more books and that this demand leads to something.

In November last year I was happy to go to Nicaragua with the first 100 copies of the prize winning book. It was given to the author of the book and to the Director of the

National Library at a ceremony in a beautiful little library for children in central Managua called "Biblioteca Luis Alfonso Velasquez", named after a young boy, who gave his life fighting the dictator Somoza in 1979.

The ceremony was very interesting because so many children were present, children who lived in the neighborhood and visited the library almost every day. The library did not contain many books but the children could also sit there painting and drawing, or just talking. They loved to listen when the author Maria Lopez Vigil read a chapter from her book and they loved to work an hour with me and the Swedish illustrator Cecilia Torudd. We made a story together with the children in a workshop.

I am going to tell you a little about this workshop because it has something to do with the situation in Nicaragua.

The day after the ceremony at the library we met some 40 public librarians gathered at a fortnight's course in handling books in libraries. We were to introduce a working method of ours from Sweden. It has nothing to do with library work normally, but it came out to be very interesting for the Nicaraguan librarians, for sad reasons.

Cecilia Torudd and I often work in Swedish schools with a sort of workshop where we produce books. We start a process that lasts some weeks or months during which time the children invent a story, write it down, illustrate it and have it printed. The result is supposed to be a more or less "real" book, so professional that it can be read by other people. We always work with groups of children who make a book together. They unite around something that really concerns them all. Then they write or draw a part each, or it might be that two or three cooperate in the chapter. But all the time it is a story that belongs to the group and it is the group's concern that everybody tries to work as well and enthusiastically as he or she can. We have noticed that almost everyone in a group works very well during this process, and that very often the "not-so-good" children really make good things in this. They feel secure and stimulated seeing that their parts fit well in the context.

We were fascinated by the thought of trying this method in a country with such a lack of material resources but with such a fortune of creative children. But we had not foreseen the reaction among the librarians because we had not quite understood the situation in the country by then.

We had tried the method in several Nicaraguan schools when we came to the meetings with the librarians. It had worked wonderfully. The hungry poor children reacted with the same interest, energy and enthusiasm as the Swedish children. They invented fantastic stories with motives from their own lives and they cooperated happily with us and with each other. They listened to us and to each other, they captured quickly the brilliant ideas and forgot the less brilliant ones. They taught with patience Cecilia how to draw specifically Nicaraguan tools, they explained with the same patience to me how a mother acts when she is trying to wake up her child or husband, they discussed seriously what words a ten year old boy could use when he was really out of his mind...

We told the librarians about this work and we demonstrated it. In fact the librarians were as brilliant as the children in inventing stories and finding adequate expressions and reactions.

"Well", said a young woman librarian from the village Malpaisillo, quite near the Pacific in the cotton district, "this work could be something for me instead of books."

We did not understand but she explained. In her library she had now seven titles, no more. She received this wonderful new book "Un quegue", so now she had eight titles. But all the children in the village had read them all, many times. "Now we can start to produce our own books", she said. "We can fill the empty shelves with fresh books. The problem is to get paper, but I shall find it somewhere."

Other librarians agreed. They wanted to learn more about how to make books with children. We Swedes were a bit confused, but somehow we felt that these librarians were very happy at this moment, trying to solve a hard problem. When you cannot afford to buy books you have to make them.

Quite a lot of them belonged themselves to the big group of men and women who had learnt to read and write as adults. They had in fresh memory the miracle that happens when you first learn to read.

As an example, here is a story from a book I have written about one of them, Luisa (not her real name):

Luisa went to school for one year when she was seven and lived in a mountain village. But the teacher was seldom in the school and when he was there he hit the children who did not answer correctly.

"So I quit", Luisa told me, "and then I started to work and then I met my husband and got my children and I got used to the fact that I could not read. I saw all these strange black lines, points and figures but I did not know what they meant. My husband can read and write because he had parents who told him that it was necessary to read and write." Then the revolution came and one night a woman knocked at Luisa's door, asking her to join an evening school for adults. "But I cannot read, so I cannot go", said Luisa. The other woman laughed. "That is exactly why I ask you to come to school!"

"I was so afraid", said Luisa, "my legs trembled and so did my voice". Luisa worked and worked but did not understand a thing. Until suddenly one Sunday afternoon:

"I looked at a page in the book and there were no lines or mysterious figures. I looked upon them and they talked to me! They told me things. I asked and they answered. I did not even notice that I was actually reading. It was a miracle, the happiest day of my life."

I met the librarians in November last year. Three months later the oppositional coalition of 14 parties led by Violeta Chamorro and framed by the Bush regime in the US won the elections. The Sandinists, who had liberated the country and led the building of the new country during a decade, lost the governing power.

Now it is almost summer and President Chamorro has had her position for two months. And almost everything is changed. The state hospitals have been sold out. The poor can no longer buy cheap food. The costs for electricity, houses, water are unbelievably high. The new school-books are being thrown out of the schools, many schools will be open to paying pupils only, the pubic librarians will not get any resources at all, as it seems.

There is a fight going on now in Nicaragua - the defence of the human and cultural progress that was made during the Sandinist decade. I am convinced that the new life that so many people could start during this period has changed them so much that they can never accept to loose it once more. But I am not so convinced that this defence will be an easy process. The need for solidarity and active support from the rest of the world is even more necessary now.

COMBINED STRENGTH - COMBINED LIBRARIES

Malin Koldenius and Louise Limberg
County Library, Örebro
National Library School
Borås, Sweden

The purpose of this paper is to introduce to you the idea and practice of combined libraries in Sweden and to present some results of a recent investigation on the matter. It is also our purpose to discuss combined libraries.

The concept of combined libraries

What is a combined library? In this paper we mean that it is a library with the double functions of public library and school library. In Sweden the most common model for this would be for a public branch library to be situated in a school - elementary or junior high - this, the public library would share the building with the school library. It would have to give service both to the general public and the school. There would be a joint media collection and staff.

Combined libraries are quite common in Sweden. Some 25% of our branch libraries are situated in schools. These are the current figures:

	1986	1987	1988
Central Libraries	284	284	284
combined in schools	34	32	38
%	12	11	13
Branch Libraries	1513	1515	1463
combined in schools	346	366	359
%	23	24	25

The conditions for sharing economic responsibility for combined libraries vary considerably as to media budgets, salaries, costs for facilities, and we dare not give you any general description. More often than not the municipal cultural affairs' committee pay media, staff and sometimes even rent for the facilities. Often, however, agreements are not all clearly stated and this may give rise to misunderstanding or dissatisfaction.

General background

Sweden is a small country in the world but the fourth largest country in Europe with a land surface of 450,000 sq.kms. (i.e. twice the surface of Great Britain). With its population of only 8.4 million our country is very sparsely populated with an average of 20 persons per sq.km. (as compared with England and Wales with some 310 persons per sq.km.) Today some 80% of the population live in urbanized areas, but as late as the middle of the 19th century 90% of the population lived in rural areas.

Municipal autonomy is a long standing tradition in Sweden. This means that the 284 municipalities have independent power of taxation and are free to decide many questions of public policy for themselves. The responsibility for education is shared between the national government and local governments with an increasing importance given to municipalities during the last decade. All expenditure for school libraries as well as 97% of the costs for public libraries are met by municipal authorities.

A theme of library history in Sweden would be a certain confusion between public libraries and school libraries. It is in the first Act of Parliament on public instruction of 1842 when, for the first time, we meet a recommendation from the central government to municipalities to set up libraries for ordinary people throughout the country. These libraries would be situated in the village school and the school master would be in charge of them. However, these libraries were not intended as school libraries, but as libraries for the general public. Not until the 1870s do we see the introduction of special school libraries. Many teachers engaged in a sort of movement for school libraries. Their aim was to have them compulsory, which they did not become until 1962 with the first of the great post war educational reforms.

What is really characteristic of the Swedish public library system is the total absence of legislation. Sweden has no Libraries Act. However, in the middle of the 1970's the Swedish Parliament took important decisions about objectives for a national cultural policy. At the core of these goals lies the ambition that all Swedish citizens should have access to culture regardless of economic or social means, geographical situation, ethnic origin, handicap, etc. (See enc.) These decisions serve as guidelines for local political decisions about libraries as well as other cultural programs. Many of these local programs give priority to children.

In our sparsely populated country a combination of the two municipal types of libraries seemed welcome. Cooperation between school and public libraries has been discussed and developed particularly after World War II. A library committee report of 1960 (RU 1958) thoroughly examined combined libraries, tried to calculate costs and discussed other pros and cons of combination. The committee underlined the importance of the closest possible cooperation.

During the 60's and 70's many combined libraries were established. The main motives seem to have been for the public library to set up a well equipped and staffed branch library in an area, where a library would not have been set up, if it had not been combined with a school. For the school this offered possibilities for better library services than an ordinary school library, i.e. more media, larger facilities and professional staff. Local politicians hoped for more efficient use of library resources and for better economy.

Investigation on combined public and school libraries

The National Council for Cultural Affairs has initiated a series of investigations on library methods. One of these is about combined public and school libraries. From this investigation I will present to you some of the most important issues being discussed. The report is still under work so the summary and proposals are not quite concluded.

The purpose for investigating combined public and school libraries was a supposition that the number of combined libraries was decreasing and the question was why? Another question was whether it was possible to see a difference in the quality of work, for example in issue records and extension work, between municipalities or regions with a large or small number of combined libraries.

One of the results of the investigation is that the number of combined public and school libraries is not de- but increasing! Not much but still it is increasing. And still it is relevant to ask why.

It might be possible to find the answer in our question to some of the parties involved - politicians, school staff, most teachers and some headmasters, and library staff, most librarians. Librarians have no doubts that the main reason for combination is economical. "Politicians are always thinking of saving money." Librarians are often more critical than others to combine libraries.

School staff is often very pleased with the system. Politicians admit that economical reasons come first, but some of them also, nearly in the same breath, start talking about media used by many people in the municipality, and of students learning how to use the library.

Our conclusion is that the main reason politicians and others to choose combined libraries is economical. It would be too expensive to set up two libraries so the solution is - combination! If there is any qualitative difference is not easy to find out. At least it is difficult to make connections between combination of libraries and high issue records. We have found that a lot of the facts also must be considered, such as resources, media collection, staff, location. But close to this question lies the most interesting thing - and perhaps this is the principal point of this investigation - cooperation between schools and libraries on all levels.

The location of a library in a school does not mean that everything works smoothly. In fact, it does not work at all in many places, but in others it works rather well. Some of our principal points are:

1. Objectives

   Work in a combined library has two different functions. One for the general public, which includes services for children in the health care, nursery schools, youth and adults in the library and outside, for example in factories, and for old people in their homes and in the library. The other focus is the school. A combined library in a school makes the school "a winner". Since many Swedish schools have insufficient school libraries a combined library means a rise of standard by 80 to 100%. Schools often discover the possibilities of a library and there is a tendency schools absorbing all services in a combined library.

This point shows that it is necessary for politicians to discuss and decide goals for library work. They must express their will - what groups that should be given priority, and what objectives they want. From these goals librarians, head-masters and teachers can draft programmes of action for the next and following years.

2. The media collection

   As there are different objectives for serving the general public and the school the media collection needs extra attention. A lot of books are of course the same for educational and public interest, but there are certain items you need every day for teaching, e.g. there is a special need of reference books. Nonfiction for education must be considered and fiction according to topics in the curriculum must be found, known and bought in a larger number than the other fiction.

This means that media collection development in a combined public and school library will take more time than in an ordinary library, because it is necessary to have time for instructional design and information.

3. The staff

If anybody had in mind saving money on staff in a combined public and school library, we do not agree. A combined library needs more staff than an ordinary public library. One reason is the utterly careful work that has to be done with media, another is the guidance of teachers and children in the library. Many Swedish librarians are very clever and service-minded, but in a school library you must share your knowledge and let students be able to work for themselves in the library. A third reason could be a failure to serve the general public because of all demands from the school.

On this point we are rather concerned, because we have met too many librarians and other staff who are very tired and do not think work is interesting any more. And this is a question of number of staff and it will be very hard to express today, when we must bring our costs everywhere.

4. Ways of using libraries

Even if classes, and teachers use the library, there are some things that do not work very well. The most frequent way of using the library is to have library hours every week for a class. Librarians often talk about books and then students may borrow any book to read in minutes-between or during reading lessons. It is very often fiction.

In swedish schools today fiction really is important. Teachers have learned a lot about children's literature, they have read a lot of books and they have been discussing literature and methods of using literature in teaching - for reading and writing, to inspire students' own creativity and for all language arts studies. There has been a lot of experimenting in this field, i.e. some teachers have expelled readers to use children's literature instead. In many schools it has been marvellous. An author who had recently visited a school said:

"All over the place, inside and outside you could see children sitting and lying on the floor, on the lawn, in sofas reading books. They were very competent and knew all about me and my books. They were writing books and poetry, they had recently had a performance of a drama written by themselves. It is fantastic!"

Of course we all hope that these ways of working with Swedish and literature in school will continue and develop still more.

But we think there is a need of more development in school - and in the library. this means that if there is any point at all in having combined public and school libraries they must be used in a professional way, both by teachers - and by by librarians.

Our national curriculum says that inquiry-based teaching and learning should be practised, as well as independent studies and in-depth project work. Therefore, librarians ought to be tutors in the library - both for studens and teachers, to make it possible to work independently. Some schools have developed such working methods and start many projects in the library, but many do not. And this is keeping libraries and instruction on a low level!

To improve the situation we need changes in the training programmes for both teaches and librarians. This is also a question of continuing education. On this matter there will be some proposals in the final report.

Discussion

The present investigation as well as other experiences of combined libraries in Sweden today show that there are many advantages in combining libraries, but there are problems to be solved. Because of the old tradition of confusing the two types, and because of poor library services in many schools even today, the identity of school libraries has been vague. Today the concept of school librarianship is emerging more clearly than before, due to the development of teaching methods and ideals that give rise to growing needs of library support in instruction. This helped both teachers and librarians understand that public library services and school library services are not identical.

The two types of library services have many traits in common: managing media collections, giving service to patrons in fields of literature, information and culture. Goals partly coincide. Municipalities are principals for both.

Nevertheless, in order to set up excellent library services it is important to see the differences. We have listed some important differences that we see:

SCHOOL LIBRARIES	ASPECT	PUBLIC LIBRARIES
people 7-18 years old students and teachers	target group	all citizens of a municipality
groups, classes	users	individuals
tutoring, educational	methods of service	individual reference services, cultural programs, outreach
tailor-made, adjusted to curriculum	media collection	broad, varied as to content and form
compulsory	legislation	none; voluntary undertaking
educational	goals	cultural policy goals
educational, cultural, social	functions	cultural, for popular education, informational, for leisure
center of the school, reading room, study area	facilities	cosy, inspiring, "the sitting room of the community", close to city center
municipal school board	principal	municipal cultural board
part of other institution	status/organization	independent institution

Concluding remark

In order to offer optimal services in combined libraries we believe that certain conditions should be fulfilled. Library staff as well as decision-makers have to be aware of the differences between the two types of libraries. It is important to have clearly stated objectives and a well drafted programme for implementation. So far, combination has entailed particularly strong support to the teaching of literature in Swedish schools. Libraries have a strong impact on literature curricula nationally and locally. If libraries are to raise the quality of teaching and earning across the curriculum it is essential that teachers cooperate closely with library staff. It is also necessary for librarians to be good tutors and keen service personnel.

When these conditions are fulfilled combined strength in library services will give children tools for life-long learning.

CULTURAL POLICY SHALL

- help protect freedom of expression and create genuine opportunities to utilize this freedom
- provide people with the chance to carry out their own creative activities and encourage contacts between people.
- counteract the negative effects of commercialism in the cultural sphere
- further a decentralization of activities and decision-making functions in the cultural sphere
- be designed with regard to the experiences and needs of disadvantaged groups
- facilitate artistic and cultural innovation
- guarantee that the cultural heritages of earlier periods are preserved and kept alive
- further the exchange of experience and ideas in the cultural sphere over linguistic and national boundaries.

HOW CAN WE INTEGRATE LIBRARIES IN THE SCHOOL CURRICULUM?

Brigitte Kühne
Kalmar School Library Center
Stadsbiblioteket

For quite a few years now, we have started a lot of projects in our comprehensive schools in order to show how good a well-equipped school library and a well-educated school librarian are to help children look for various information in different subjects. We have trained students, teachers and ourselves in question-negotiation and information-seeking, we have developed many school library media programs and we have had not a few arguments with "real" teachers that we, school librarians, also are important in our schools and are able to give good contributions to the abilities of our pupils in order to become well educated, competent and clever members of our future society.

The Swedish Education Act for our compulsory schools (Lgr 80) came in use in 1981. It lays down that a teacher has to take care of pupils' "prior knowledge" in different subjects and that pupils should learn through questioning and investigating. The Lgr 80 also lays down that every school must have a library. Unfortunately it doesn't say anything about what the library should look like nor anything about what kind of personnel there should be.

In Kalmar the Local Education Committee and the Cultural Committee started a co-operation on school-libraries in 1982. The document that was worked out then (and revised in 1988) stated that the co-operation should consist of for example:

- joint use of locals and books and other media
- co-operation between teachers and librarians
- co-ordination of the economy
- making local school plans for the work in the libraries (school- and/or public-) from grade 1 to grade 9 at every single school
- making a general plan for the school library activity in the whole town. (All pupils in Kalmar, age 7 to 16, should have equal access to libraries whatever school they attend or wherever in Kalmar they lived)

Today 6 out of the 8 school districts in Kalmar have a school librarian of their own. I think this is quite unique in Sweden and of course I hope that the remaining 2 will get theirs soon. However, most of the school districts consist of more than one school, and none of the school librarians has a full-time job, so it is a long way to go until each single school has its own librarian the whole day.

Our work usually consists of teaching children systematically how to use their libraries, from grade 1 through to grade 9. All students in grade 6, 7 and 9 come to the head library in town to do "research" a whole morning with the help of "their" school librarian plus one more from the School Library Center and of course their own teacher. In other words, we are always 3 adults taking care of each class but the ordinary library staff is usually not involved.

The question-negotiation and information-seeking schemes we have worked out for the different grades seem to work quite well, but - if there are prepared schemes worked out in before - how does this fit with the intentions of Lgr 80 that each student should make his own questions about different things, in accordance to how much he/she knows about the specific matter before?

As time passed, it became unsatisfying to see that although we spent hours and hours on trying to teach pupils how to find and to use information, we librarians were still some "funny persons from outside" who came with interruptions in the school curriculum. Sometimes the pupils liked it, sometimes they didn't. In other words, our work was not integrated in the ordinary school work.

How can it be that after so many years we still face so may problems in our schools, and still very often are not accepted as fullworthy members of the school staff and our work is seen either as a nuisance or a "funny" interruption of ordinary, "real", teaching? There must be points we have missed!

Is it maybe not at all possible to integrate school-libraries in teaching and education? Our present media programs serve well, but they are usually apart from the ordinary teaching and are not accepted by some teachers. How can we change these teachers' attitudes about our work? Without their co-operation it is impossible for us to work out better media programs. The pupils become uncertain of what "this all is good for". They don't see (can't see) that it is good for their future, that they need this knowledge how to seek information, when they grow older and the society changes.

Probably it is necessary for us to get admittance to the teachers' colleges, so we can tell those who want to become teachers from the very beginning, what libraries are good for and that they mean a new (and in my opinion better) teaching situation both for themselves and for their pupils. It is also necessary that school librarians get knowledge in pedagogics but usually Sweden's librarians in general don't know very much about it. For instance, we must know what happens in the cognitive process in education and how we can use metacognition for our purposes. It is also necessary for us to learn about the relationship between age and cognitive mechanisms, the connections between prior knowledge, motivation and the effective domain, and what role the team-work between teacher-librarian-students play in a class-room situation.

In order to show these different thought processes and to try to find a model for integrating the library and the librarian in the Swedish comprehensive school the so called "Barkestorps project" was started in 1988. It will go on until 1991, includes grades 3 to 9 (about 900 pupils), but of these only 9 classes with about 240 pupils are followed intensively and observed thoroughly during the 3 years.

These 9 classes consist of the classes that were in grade 4 (5 classes) and grade 7 (4 classes) in the Smedby school district in Kalmar in the school year 1988/89. I want to study the same students during the whole time to see whether they change their "library behavior" while growing. We have our "library plans" for the schools in this district as we have them for the whole town. What exactly do the different teachers do with these plans, with or without co-operation with the librarian, and how do the children react to them? Last year, in grade 4, the teachers chose subjects like "The Viking", "The Landscapes of Sweden" and "The Middle Age" as topics that were suitable to be taught with the help of the school librarian and the school library. In grade 7 they chose "The Antique". This year (now grade 5 and 8 respectively) they chose in grade 5 "The Mediterranean Countries", "Explorers and Adventurers", "Scandinavia" and "The Alps" and in grade 8 "Africa".

Each class works about 5 to 8 weeks with its special subject. The school librarian in the Smedby district, Thomas Olofsson, and I also work with the class and the teachers. Thomas has checked that the library has sufficient material about the subject and if not, he has of course completed it by bringing media from other libraries and sometimes even by buying new media (we have got money from several authorities for the project). The ordinary school books should not be used at all, only material from the library. We have tried to work out a program how to introduce the library, but we have noticed that each different class needs a program of its own, depending on both the pupils and their teachers. It isn't as simple as to come and say "Use this program, it worked with the class A at school Z yesterday". Needless to say there is no one program working for a whole town! (As we have thought, more or less, in Kalmar.)

Most of my time I spend by sitting in a corner, trying to observe how the students work. When Thomas is there too we can cross-check our observations. How does the teacher introduce the subject? How much does he/she take into consideration what prior knowledge of the matter the pupils might have (following the intentions in Lgr 80)? At what time should the library come in? Are the pupils allowed to go on looking for further information by question-negotiation once they are interested? What role can the librarian play in this process? (Teachers often do not know much about question-negotiation and information-seeking and get frustrated. "There will be too much noise" is a usual comment.) Do the students learn to compare different sources and to analyze them critically? At what age is that possible? Do teachers and students have knowledge abut their own cognitive resources, and if so, do they use that knowledge? How far can the teaching situation be individualized to that for example less talented children can find at least something out of the situation? (During a "traditional" lesson many students don't even listen.) How much do the children co-operate with each other, how often do they need help from an adult? After having worked for instance with Africa for 8 weeks, how much do the adolescents remember about Africa after 6 months? Is that less or more compared with traditional teaching? (A very difficult question to answer!)

Since the project is not finished, I have no clear answer to all these questions yet. What is sure to me is that it is not as simple to really integrate the library in the school curriculum as we (or at least I) have believed until now. I hope that we will find some kind of model for the answers of the questions above. I see it as essential because that is - in my opinion - the only way to help children - all children! - to become well-educated grown-ups in the future information society. It is essential because that lets them share the benefits in a democracy when they know **how to seek, find and use exactly that information they need for a specific purpose.**

If we don't succeed in how to engage the students and teachers in co-operating better with us in this matter, i.e. how to seek, find and use information and knowledge, we can go on with telling them stores out of different books and urge them to read them for themselves, a good and important occupation "per se", but not as important as teaching them how to become curious "life-long learners"!

BUILDING BRIDGES BETWEEN THE LIBRARY AND THE PRINCIPAL'S OFFICE

Linda LaRocque and Dianne Oberg
University of Alberta
Edmonton, Canada

Introduction

The integrated school library program advocated by the Department of Education in Alberta, Canada, emphasizes implementation through cooperative planning and teaching (Focus on Learning, 1985). It requires major changes in the ways teachers have traditionally organized and thought about their work with students and with each other. These changes in the learning environment of the school are supported by corresponding change in the administrative structure of the school such as different kinds of scheduling arrangements, teacher-teacher and teacher-student interaction patterns, and conceptualizations of the overall school program--all of which lie largely within the domain of the principal. Certainly the principal is in a far better position than the teacher-librarian to help move the school in the desired directions.

The role of the principal in enhancing the learning environment of the school has been well-established in the change literature (e.g., Fullan, 1982), the school effectiveness literature (e.g., Mackenzie, 1983; Rosenholtz, 1985), and the professional culture of teaching literature (e.g., Barth, 1988; Little, 1988). Alberta Education's strategy for implementation of the cooperative integrated school library program involved principals in a limited way, but did not recognize their integral role in the success of the program. This was likely a factor in the relatively low levels of implementation of the cooperative integrated school library program throughout the province.

The need for principal support has long been recognized in the literature of school librarianship (Grant, 1988; Hamilton, 1983; Haycock, 1981), although there have been few indepth studies of what such support entails. The literature has called on teacher-librarians to help principals understand that their support must go beyond such things as resource allocation, public statements of approbation, and issuance of school policy. The kinds of demands on the learning environment of the school made the cooperative integrated school library program are those that other research (Blase, 1987; Deal, 1987; Sergiovanni, 1987) suggests require active principal support and commitment. Empirical research into what active principal support and commitment means in the context of the integrated school library program is overdue.

In this paper we explore the role of the principal in successful cooperative integrated school library programs. This is one focus of a larger collaborative and interdisciplinary study intended to develop an understanding of the integrated school library program from the perspective of the professional culture of the school. Data collection and analysis are not yet complete, and the findings reported here are necessarily tentative.

Methodology

Unstructured interviews were held with the teacher-librarians and principals of five schools reputed to have successful cooperative integrated school library programs. These schools are located in one jurisdiction, and two district administrators associated with the school library program were interviewed as well. In addition to being interviewed, the participants were asked to complete a brief biographical information sheet.

Each interview lasted about an hour, and was audiotaped so that a verbatim transcript could be made. In order to ensure the trustworthiness of the data we will be returning to the participants on at least two further occasions, to ask them to react to the transcript of their interview and to the analysis of the interview data. The interviews were held at the schools and district office, thereby permitting the collection of two other kinds of data--informal observations and documents--which helped to confirm, clarify, and elaborate the interview data.

For purposes of this report, all interview data pertaining in any way to the role of the principal were identified. Next, an inductive qualitative approach was used to analyse the data, resulting in the establishment of twenty-three categories of data which were organized into five themes. These themes provide the framework for the presentation of findings.

Findings: the Principal and the School Library Program

Theme 1. Believing in the school library program

All five principals expressed belief in the program. Their belief rested on two kinds of understandings: an understanding of the nature of the program and an understanding of its benefits.

None of the principals in the study had been involved with the cooperative integrated school library program for very long, yet all had developed some understanding of the program. To all of them it meant cooperative planning--the teacher-librarian working with one or more teachers to prepare units of instruction for students. To most it also meant multi-media learning and integrated research skills--students learning how to define problems, access information, and prepare reports within different curriculum areas and in different ways. To two it had additional meaning--cooperative learning, whereby students learned how to work together on research activities. Clearly the principals differed in terms of the comprehensiveness and sophistication of their understanding of the cooperative integrated school library program, but they had all grasped some of its essential nature.

Principal belief in the cooperative integrated school library program depended largely on their understanding of its benefits to students, to teachers, and to the staff as a whole. Their understandings of the program benefits were quite consistent. They felt that students gained by having access to the expertise of more than one teacher (as a result of cooperative planning), by having access to more teacher time (due to the presence of two teachers in the room), by having the opportunity to work and share with other students (in one school this even involved working with students from different classes at the same grade level), and by being able to learn and demonstrate learning through different media. The principals saw many different kinds of benefits for teachers as well; for example, the opportunity to share ideas with other teachers, to deepen one's knowledge of the various curriculum areas and other the research process, to broaden one's knowledge of pedagogy, to become more reflective about one's practice--in other words, to grow professionally. Finally, the principals were convinced that the staff learned to value teamwork, and consequently to work cooperatively more often and in other circumstances. Such teamwork encouraged innovativeness and risk taking.

In addition to these more immediate benefits of the cooperative integrated school library program, the principals firmly believed that it contributed significantly to the attainment of the elusive but important educational goal, independent life long learning. They felt that learning became fun for the students, and the library began to play a meaningful role in their lives. They also felt that the teachers working together and learning together served as a powerful model for students.

Theme 2. Recognizing the importance of the teacher-librarian

The principals were unanimous in attributing the success of the program to the teacher-librarians, referring to them as the "#1 factor." Consequently all were involved actively in the selection of the teacher-librarian for the school. Their descriptions of the teacher-librarian were nothing short of glowing: excellent planner, knowledgeable about the curriculum and about the research process, skilled at working with people, excellent resource person, brimming with wonderful ideas, excellent model of good teaching, risk taker, inviting interaction, dedicated, warm, caring. They believed that the teacher-librarian had to be an exceptional educator in order to engage teachers in interactions which were foreign to their training and experience, and which were somewhat threatening. The respect these principals felt for their teacher-librarian must have been conveyed to the other teachers on staff, and may have influenced them to at least give the program a try.

The principals publicly recognized the importance of the teacher-librarians in a variety of other ways. For example, several set aside time each week to meet with the teacher-librarian to discuss the cooperative integrated school library program and what the principal could do to enhance it. A couple ensured that the teacher-librarian had an opportunity to speak at every staff meeting, and that classroom teachers involved in cooperative planning had an opportunity to share their experience with the rest of the staff. Some ensured that the teacher-librarian was on the budget committee and/or that there was a committee to establish budget priorities for the school library program. The principals with teaching responsibilities used the library themselves and cooperative planned with the teacher-librarian, thereby modelling the behaviors they expected of the staff. All, to varying extents, encouraged their staff formally and informally, to work with the teacher-librarian. Finally, all accorded the teacher-librarian a large say in building the library collection so that it supported the program of study.

Theme 3. Ensuring cooperative planning time

All the principals believed cooperative planning between the teacher-librarian and the classroom teacher to be at the heart of the cooperative integrated school library program, and so all did whatever possible to ensure that it took place. They had two main tools at their disposal--the schedule and the budget.

All five principals ensured that the teacher-librarians were free to meet with teachers as necessary. Their time was not committed to meeting with classes on a regularly scheduled basis, a common practice for providing preparation time for teachers (which would eliminate such benefits as integrating the library program with the curriculum, providing student access to two teachers at the same time, and modelling adult cooperative learning). This flexibility was viewed as essential to the success of the program, in that it permitted the teacher-librarian to work with classroom teachers when the need arose, in ways appropriate to what the students were learning in specific curriculum areas, and for lengths of time dictated by the planned unit.

The principals were aware of two major constraints on the teacher-librarian's time which took away from cooperative planning time. The first was scheduled book exchanges, which was dealt with rather easily by having open book exchanges and/or book exchanges overseen by the classroom teacher. This strategy was seen as having the additional benefit of making the library more accessible to students, more integral a part of their daily life. The second constraint--clerical duties--was more difficult to overcome. Several of the principals used part of their discretionary funds to hire library aides to relieve the teacher-librarian of clerical work. Some vigorously encouraged parents and high school students to be library volunteers. All recognized that clerical work, while necessary to the smooth operation of the library program, was not the best way for teacher-librarians to use their time.

Providing the classroom teacher with time for cooperative planning was handled differently by the various principals. Several built into the schedule common preparation periods for teachers at the same grade level or in the same subject area. These periods were available for cooperative planning amongst the teachers themselves or with the teacher-librarian, either individually or as a group. Some provided release time as necessary, in addition to or in place of the common preparation periods. This was accomplished by the use of administrative time to relieve teachers and/or by the use of discretionary funds to hire substitute teachers.

In sum, all five principals created opportunities for cooperative planning through manipulation of the schedule and the budget.

Theme 4. Providing appropriate staff development

The principals were adamant that involvement in the cooperative integrated school library program was a matter of learning, which required time and support. They provide both.

All the principals provided a variety of opportunities for teachers to learn about the cooperative integrated school library program. These opportunities varied in terms of formality, structure, and frequency. For example, staff meetings were a regular relatively informal occasion to hear colleagues talk about their experience working with the teacher-librarian and to listen to the teacher-librarian discuss various aspects of the program and the kinds of things he or she could do with the classroom teacher. School-based inservice days, although infrequent, did provide sufficient amounts of time and structure for substantial progress on the development of such things as a school document on appropriate research skills for each grade level. The staff orientation session at the beginning of the school year was an ideal time for the teacher-librarian to present an overview of the cooperative integrated school library program. Finally, those brief but frequent casual encounters in the hallway or in the staff room were powerful opportunities for the principal to promote the cooperative integrated school library program or for the teacher to raise an issue that had been concerning him or her.

The value of these various learning opportunities was that they brought to the teachers' awareness the very real benefits of the cooperative integrated school library program to them and to their students, they reassured the teachers that they possessed the necessary skills to be involved in the program, they awakened the teachers' imagination as to the possibilities of the program, and they helped the teachers to develop an understanding of the philosophy and nature of the program.

Theme 5. Monitoring implementation of the school library program

All the principals monitored the implementation of the cooperative integrated school library program through their formal and informal supervision and evaluation process. For example, they checked to see whether or not teachers had included a cooperative planned unit with the teacher-librarian on the year plans they submitted at the beginning of the year, and discussed their plans with them. Some of the principals incorporated involvement in the cooperative integrated school library program as part of the formal teacher evaluation process. All talked to the teachers informally about their cooperative planned units, and encouraged them to participate if they had not yet done so. The regular meetings with the teacher-librarian were also a means of monitoring who had been involved and in what ways. Clearly the cooperative integrated school library program was important to the principals and they used a variety of means to keep in touch with its implementation

Underlying Patterns: Principal Commitment; Program Institutionalization

All five principals carried out at least some of the activities comprising each theme, and two carried out most. Although all the schools had a good school library program in operation, some were better than others (as measured by participation rates, emphasis on research skills, etc). There was a definite relationship between the scope and intensity of principal engagement in the activities described above and the success of the cooperative integrated school library program. What was it about these activities that contributed to the success of the school library program? There appear to be two underlying patterns that help to explain program success.

First, the activities were an expression of the principals' commitment to the school library program. The principals were knowledgeable about the program and believed in its worth to the extent that they expended their own time and energy on it, and staff time and energy as well--and we know that these are precious resources indeed. Through their activities the principals set clear expectations for the staff, repeatedly and persistently, and did all that was possible to encourage and facilitate teacher involvement in the cooperative integrated school library program. Perhaps most importantly, through their activities the principals modelled the commitment they expected of teachers. There could be no stronger signal of the importance of the cooperative integrated school library program.

Second, the cooperative integrated school library program was institutionalized. It was not simply an add-on, but became an integral part of school life. It was incorporated into all the significant routines--staff orientation, year plans, staff meetings, school-based inservice, supervision and evaluation, the volunteer program, the schedule, the budget--and was allied with important school goals. Clearly this was no mere fad, but a change that was here to stay.

This combination of demonstrated principal commitment and program institutionalization seemed to be at the heart of the contribution of principal activities to the success of the cooperative integrated school library program. However, the principals did not engage in these activities by chance, nor can their enthusiastic and dedicated support of the program be accounted for by their professional backgrounds. It was readily apparent from the principals' comments that the district administrators played a large role in the introduction of the cooperative integrated school library program to them and in its implementation in the schools. We intend to deal with the role of district administrators in another paper.

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LANGUAGE AND IDENTITY- A "WORD AND PICTURE WORKSHOP" FOR CHILDREN FROM DIFFERENT LANGUAGES AND CULTURES

Gunilla Lundgren
Stockholm, Sweden

MY NATIVE COUNTRY?

Where is my native country?
Where do I come from?
These questions have troubled me
a long time.
My mother is Syrian
my father is Palestinian
but sad to say he is not with us any more.
I was born in the United Arab Emirates,
a small country but a rich one,
unknown to people here.
Three languages do I speak
but which one is my mother tongue?

So 13 year old Diana Jamil writes in the book about Stockholm's Old Town, GAMLA STAN DÄR VI MÖTS. Diana is one of the world's numerous refugees spending her childhood in a foreign country. The total number of refugees in the world today is about 15 million. Most refugees live in poor countries. In 1988 about 19,000 refugees came to Sweden. the number has increased during 1989.

There are refugees because there is war, violence, injustice. Since the end of World War II in 1945 approximately 20 million people have been killed in around 150 wars. Most of the killed and wounded in these wars were women and children. Modern war is not fought in trenches or on distant planets, as films, videos and computer games may lead boys to believe. In modern war the civilians get killed.

In World War I around 5 percents of those killed were civilians, in World War II nearly 50 percent. In Vietnam more than 80 percent of those killed were civilians and in Lebanon this number has increased to 90 percent.

A United Nations report of the struggles in Lebanon (in 1988) states:

"Ironically the old expression 'women and children first' today means 'first to be target...."

Wherever wars are being fought people are killed, animals and plants are destroyed, civilizations go down. In 1986 there was war in between 30 and 40 countries. In a world in want of education, food, medical care, and where the ecological system faces a breakdown, there are far more soldiers than teachers.

Such facts made me choose to work in suburbs close to Stockholm where a great part of the children come from other countries than Sweden.

I work as a writer in "Word and picture workshops", and I make books, films, exhibitions together with children living in these areas.

During this lecture I will use slides and show a part of a film MITT FORSTA HUS - MY FIRST HOUSE. It's one example from a "Word and picture workshop", where the war in Lebanon with bombs and dead babies were as present as grandmother's sauni in Finland. (See picture page 137)

Vastra Flemingsberg is a 17 year old suburb. About 5,000 people live here in 21 multi storey buildings. More than 40 languages are spoken in a quite small area.

Here I worked for about 7 years together with the drama teacher Kerstin Gidfors. The children we worked with were from 5-15 years old, and our aim was to support their languages and identities. (See pictute page 138)

I will now tell you about my work in a schoolclass with children aged 7-9, Kerstin Gidfors and I worked with them three hours a week during schooltime for a year.

The 25 children in the class spoke 12 languages and only one child had both parents born in Sweden. The other children's parents came from Finland, Turkey, China, Nigeria, Palestine, Iraq, Guatemala and other countries. Some children had parents from different countries, f.eg. a mother from Finland and a father from Ghana. When we started the work we didn't mention the children's different backgrounds, cultures, languages,

My first house

بيتي الأول

Mitt första hus

Ensimmäinen taloni

Mi primera casa

religions. Instead we concentrated on what we had in common. (This is the tradition of the great Brazilian philosopher Paulo Freire.)

We welcomed the children to the work in the "Word and picture workshop" saying:

"There is one thing that all of us in this room have in common, we all live and work here in Flemingsberg."

The children got cardboard boxes and different materials and were asked to build their own rooms. You could easily see that building their rooms they also made pictures of themselves. Thus each room became a kind of self portrait.

Some boys built rooms crowded with TV sets, videos, computers, while the girls made dolls and books. (Statistics tell us that immigrant working class boys are the most frequent watchers of TV and video. They sit there up to five hours a day. "Low consumers" are middle class girls. Building their room the children were asked to write some-thing about these rooms. To write about her or his room can be difficult for a child, especially if the child doesn't speak Swedish very well.

But if the child has already built a room, we can point at the bed and ask the child to write something about the bed, to describe the pillow, the colour of the bedspread f.eg. And if the child doesn't know the Swedish word for it, we can help.

The children are asked to write both in Swedish and in their mother tongue, and we cooperate with the home language teachers as well as the Swedish language teachers.

Next step in this work is to give the children cameras and ask them to take pictures at home. They are asked to take a photo of something they like. then they show their photos to their classmates, talk about them and write about them.

This is a way to overcome the gap between home and school. Also it is a way to communicate with the children about things THEY know well, things they use every day. We want to help the children to put words on their every day life.

We also try to find different ways to communicate with the parents. We want them to be part of the childrens' work, and we are keen on telling them that we don't work like we do just for fun. Instead we state that this is the best way for children to learn.

To show the parents and the "society" our work we made a small exhibition in the video shop, in the postoffice, in the supermarket. There are lots of places, even in a housing area, that you can use for the good of the children.

After these exercises we leave the children's home as a subject. Now we ask the children to describe their ways to school. As before we let the children first draw, then write, in mother-tongue and Swedish.

When we arrive at school we examine school in different ways. After that we explore the surroundings and finally we make a map of the area Flemingsberg. This map we later made into post cards, the first postcards of Flemingsberg.

In Sweden, Flemingsberg has a bad reputation. Some call it a "slumdistrict", a suburb with to many problems and too many immigrants. The name of the place was even changed from Vastra Flemingsberg to Grantorp (literally "Sprucecottage") to get rid of the bad reputation.

When Kerstin Gidfors and I work with the children in Flemingsberg we try not to make evaluations of the area. Instead we listen to the children's own experiences, and together with them we make investigations.

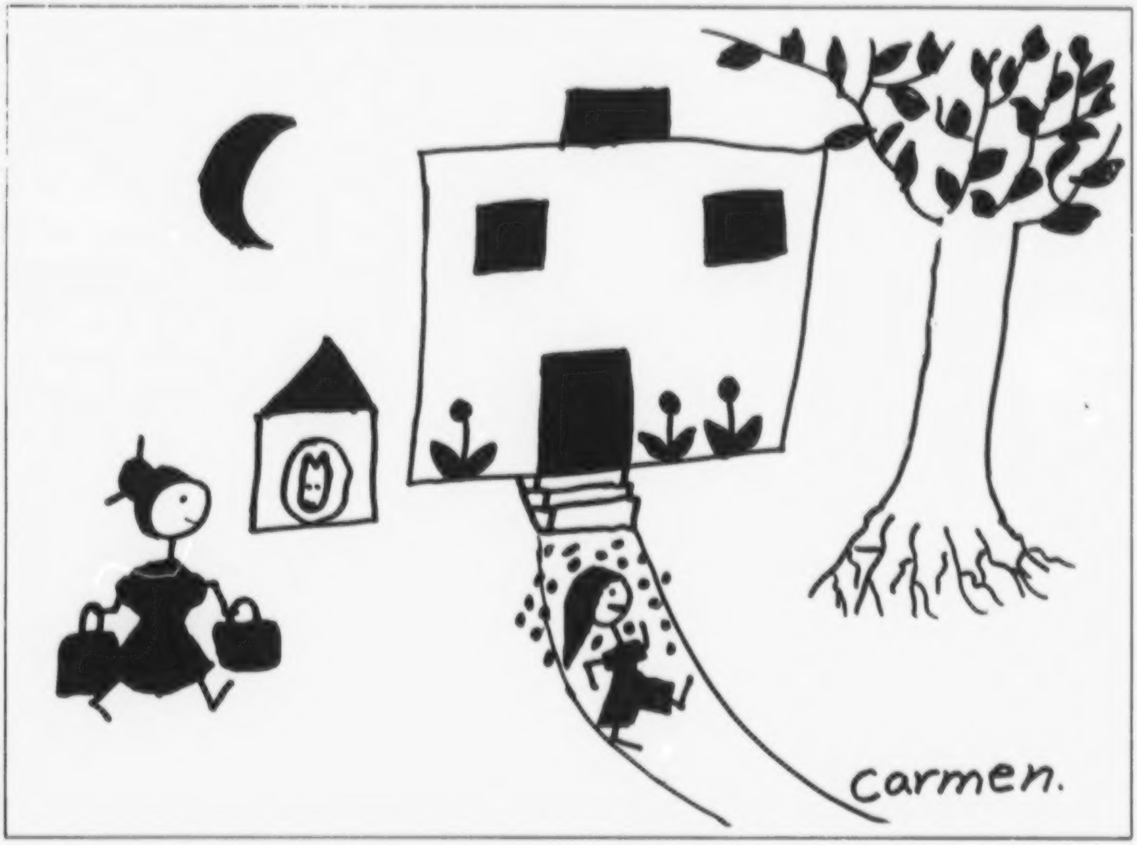
-How is life in Flemingsberg?

-What do the children like? What do they dislike?

-How can each child describe her or his experiences and feelings?

Coming this far we have almost worked for a year and now we take the last step, which has given the name to this work, MY FIRST HOUSE.

We ask the children to model in clay the first house they remember in their lives. This is a difficult exercise for many children. some of them don't remember so well, others don't want to remember. Their first houses may be destroyed, bombed in wars. Or their first houses remind them of difficult separations. Many of these children have left not only their countries but also dear grandparents, cats, dogs, flowers, trees, mountains. But even if this exercise brings up hard memories, Kerstin Gidfors and I find it very important.



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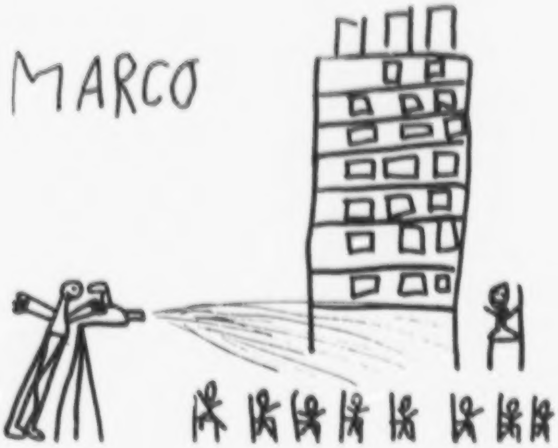
Many immigrant children, especially refugee children, don't know why they came to Sweden. For different reasons their parents haven't told them the truth. This often gives the children feelings of insecurity. Even if the parents try to protect the children form hard facts, the children often heard fragments of different stories. It can be about relatives who died or disappeared, about dangerous escapes, etc.

Kerstin Gidfors and I have often observed how relieved children become when they get to know the complete and true story.

Working with clay is therapeutic for many children and as they model hidden memories appear.

I will now show you a part of the film MY FIRST HOUSE showing the work with the clay.

-FILM-



Film:

MY FIRST HOUSE (Filmcentrum 09/232750)

A videofilm about the work in a schoolclass where the children speak 12 different languages.

Books:

MITT FÖRSTA HUS (Alfabeta -88)

About a "word and picture workshop" in a schoolclass where the children talk 12 different languages.

RINKEBY MITT I VÄRLDEN (Författares bokmaskin -85)

A picture and poetrybook, drawn and written by youngsters 12-15 years old. In this book you'll find poems in 18 languages written by 56 young people.

RINKEBY FOLKETS HUS (Forfattares bokmaskin -86)

Drawings and texts by schoolchildren aged 12, about the coming into being of a local People's house.

FÅNGE FÖR FRED (Verbum-86)

About a correspondence between the peace activist Per Herngren in prison and a schoolclass of teenagers in Rinkeby)

GAMLA STAN DÄR VI MÖTS (Forfattares bokmaskin-86)

Drawings and texts about Stockholm's Old Town. In 12 languages.

USING FOLKLORE AS A TEACHING TOOL TO BRIDGE THE GAP BETWEEN CULTURES

Lorrie Monprode-Holt
Beaverton School District
Beaverton, Oregon USA

Folklore was the original tool for teaching and for entertainment. An intrinsic part of history and culture, folklore is unique to each group of peoples while still displaying common themes and motifs. It is through the medium of folklore and oral tradition that we are better able to explore our pasts and gain a better understanding of the different peoples of the world. By introducing students to folklore, we can use this avenue to broaden their understanding of themselves and others.

Many of today's youth are suffering from a "disease" called tunnel vision. They have a very narrow view of the world's current events and even less of an understanding of the history that has shaped these events. Unfortunately, this tunnel vision has eroded their understanding of even their own country and culture. Many students come from impoverished countries. They only see how their country is today. They do not realize that they too have a past that has a rich oral history and folklore.

Folklore is easy to use as an instructional tool since it is familiar to children. They feel comfortable with them since folklore motifs are universal. This familiarity allows the teacher to employ folklore as the vehicle with which a new concept or more sophisticated thinking skill may be introduced. Likewise, by using folklore as an instructional tool, teachers can re-acquaint children with folklore and bring new life and excitement to the curriculum areas. The following is an annotated bibliography that links actual teaching ideas with folklore motifs.

History/Social Science

The use of folklore allows students an insight into people created by the people themselves. Incorporating folklore into the curriculum, gives teachers a method with which to explore peoples and history by reading the peoples' own versions of life at the time. Especially when dealing with the study of minorities, folklore is the only way to read or hear their side of the history.

Goble, Paul. Buffalo Woman. Bradbury Press, 1984.
North American Plains Indian. Intermediate+. Shows the deep reference the American Indian showed toward the animals they hunted and to the family.

Civics/Justice Systems

In most all folklore, especially fairy tales, there is a villain, but is it always the most obvious character? For example in Goldilocks and the Three Bears didn't Goldilocks break into the bears' home? Likewise in Hansel and Gretel, didn't they start to destroy the witch's home? When teaching about the judicial system, why not have the students put on mock trials and decide who the guilty party really is.

Science

When introducing science lessons, folklore can be used to demonstrate what people used to believe. Have the students compare the old beliefs to the science of today.

Gifford, Douglas. Warriors, Gods, and Spirits.
Schocken, 1983. Central/South America. Upper Intermediate+.
One of series. Illustrates how ancient people explained natural phenomenon.

Robbins, Ruth. How the First Rainbow Was Made. Parnasuss, 1980. North American Indian. Primary+. Use to introduce unit on rainbows, storms, or light and refraction.

Mosel, Arlene. Tikki Tikki Tempo. Holt, 1968. China. Primary.
Story of Chinese brothers who fall into well. Shows older method of resuscitation used before mouth to mouth and cardio-pulminary resuscitation.

Wolkstein, Diane. 8,000 Stones: A Chinese Folktale. Doubleday, 1972. China. Primary+. The Emperor's small son figures out how to weigh an elephant by water displacement. Have students determine the weight of small objects using the same method of water/weight displacement.

Ginsburg, Mira. The Chinese Mirror. Harcourt, Brace, 1988. Korea. Primary+.
A Korean merchant travels to China and brings back the first mirror. Use as an introduction to lesson on mirrors and light refraction. Also may be used to illustrate how one shouldn't jump to conclusions.

Language Arts

Using folklore to enhance the Language Art curriculum is another natural outgrowth for their school use. One of the easiest applications is folklore rewriting. The possibilities are endless. For example, the story may be set in modern times, in a different country, written from a different characters point of view, the plot can be kept while the details differ, or motifs can be mixed. Skills such as letter writing and conclusion drawing may also be taught in an exciting manner using folklore.

Cole, Babette. Prince Cinders. Putman, 1987. Intermediate+. Set in modern times with a male in the title role.

Scieszke, John. The True Story of the Three Little Pigs. Viking, 1989. France. Primary+. Popular folk tale retold from the wolf's point of view. Modern setting. Also opens for discussion the power of the press and the dangers of yellow journalism.

Calmenseon, Stephanie. The Principal's New Clothes. America. Primary+. Modern setting with a well dressed principal taking the place of the emperor.

Dahl, Roal. Revolting Rhymes. Bantam, 1986. Europe. Intermediate+. Popular folklore retold in rhyme. Humorous and brash.

Ahlberg, Janet and Allan. The Jolly Postman. Little, Brown, 1986. Modern conversion. Intermediate. Whimsical journey of a postman bringing the mail to folklore favorites. Wonderful way to teach the various types of letter writing and proof reading skills.

Women's Role Change Through History

The change in the role of women in society has been dramatic. Students studying folklore are easily able to trace this change.

Bell, Anthea. The Goose Girl. North-South Books, 1988. Germany. Intermediate+. Story of a rich girl setting off to marry a young man she has never met or seen. She is over powered by her serving girl who assumes the rich bride-to-be's role. Leads to discussion of marriage customs and the up bringing of a young girl who meekly allows a serving girl to take her place.

DePaola, Tomie. Helga's Diary. Harcourt, Brace, 1977. Europe. Primary+. Story of a pretty troll who is jilted because she did not have a dowery. Leads to discussion of marriage customs and the reasonably young concept of marriage for love.

Heins, Paul. Snow White. Atlantic Monthly, 1974. Germany. Upper Intermediate+. Leads to discussion of Snow White's lack of good judgement when she opened the door to a stranger on three different occasions after being warned not to do so. An example of the concept that women were not very intelligent.

Health/Nutrition

Folklore, especially fairy tales, a good vehicle to use when discussing eating habits, living conditions, and life expectancy of peoples through history. Most young people do not understand the conditions that existed in the past and the problems that they caused.

Stevens, Janet. The Town Mouse and the Country Mouse. Holiday House, 1987. Upper intermediate+. Excellent examples of the different eating habits and life experiences that occur in rural and urban areas. Modernized.

Jameson, Cynthia. The Clay Pot Boy. Coward, McCann, & Geoghegan, 1973. USSR. Primary. Variation of The Gingerbread Boy. Used to illustrate the infertility of women and the diet of the times.

Crane, Lucy. Household Tales from the Brothers Grimm. Avenel, 1925. Germany. Upper Intermediate+. Collection of Grimms' tales. Many good stories to use to stimulate discussion on the life and times such as the age at time of marriage, why there were step parents, and why many stories start with an adult praying for a child.

Exaggeration/Parts of Speech

Perhaps best suited to the task of teaching children the power of exaggeration and the use of metaphors in writing are American Tall Tales.

Arnold, Caroline. The Terrible Hodag. Harcourt, Brace, 1989. American. Primary+. Newer tall tale that deals with the question of clear cutting forests as opposed to selective cuttings.

DeLeeuw, Adele. Old Stormalong. Garrard, 1967. American. Intermediate+. The salty tale of a sailor that was literally bigger than to life.

Kellogg, Steven. Paul Bunyan. Morrow, 1984. America. Primary+. Newer version of the exploits of America's most well-known hero.

_____, ______. Pecos Bill. Morrow, 1987. Primary+. Newer version of an American cowboy legend.

Social Conscience/Behavior

As mentioned earlier, one of folklore's original uses was as a teaching tool. Because of this, they work extremely well for the educators of today who are trying to teach appropriate behavior to their students.

When striving to impress students that it is better to try to use one's brains rather than brawn, African and Indian folklore works well.

Aardema, Verna. Rabbit Makes a Monkey of a Lion. Dial, 1989. African. Primary/Intermediate. An Ashanti tale. Rabbit outwits lion two different times before deciding not to tempt fate a third time.

Aardema, Verna. Who's in Rabbit's House? Dial, 1969. African. Primary. The Masai villages put on play to enact this tale. Rabbit finally allows frog a try at ridding her house of the monster. Frog succeeds where the larger animals do not. Lions in the background add an interesting opportunity for a side discussion.

Haley, Gail E. A Story A Story. Atheneum, 1970. Africa. Primary. The story of how Ananse tricks the Sky gGod out of his stories and brings the stories of the world to is people.

Roche, A.K. The Clever Turtle. Prentise-Hall, 1970. Africa. Primary. Story of how the turtle tricks the villagers who want to cook him for dinner.

Galdone, Paul. The Monkey and the Crocodile. Seabury, 1969. India. Primary. Jataka tale of how the monkey out wits a crocodile. Very similar to Rabbit Makes a Monkey of Lion.

The following titles are excellent starters for various lessons on appropriate behavior.

Martin, Rafe. Foolish Rabbit's Big Mistake. Putman, 1985. Africa. Primary. Jataka tale. Early source for Chicken Little/Henny Penny stories. Shows how it is better to make sure of your facts. Fabulous illustrations.

Kellogg, Steven. Chicken Little. Morrow, 1985. France. Primary. Modernized version of an old classic.

Stevens, Janet. Tortoise and the Hare. Holiday House, 1984. Aesop/Greece. Primary. Modern version. Teaches the importance of pacing yourself.

Cole, Joanna. Bony-legs. Macmillan, 1983. Russia. Primary. Easy reader adaptation of Baba Yaga. Shows children the merits of being kind. Demonstrates the foolishness of temper tantrums.

Ginsburg, Mirra. Striding Slippers. Macmillan, 1978. Russia. Primary/Intermediate.
Jameson, Cynthia. The Flying Shoes. Parent's Magazine Press, 1973. Russia. Primary. Both versions illustrate the importance of leaving other's belongings alone.

McGovern, Ann. Too Much Noise. Houghton Mifflin. Russia. Primary. The village wise man helps a villager to understand what noise really is. Good to use to teach that different levels of noise are acceptable in different areas and at different times.

Heyer, Carol. Beauty and the Beast. Ideal's 1989. France. Intermediate+.
Mayer, Mariana. Beauty and the Beast. Four Winds, 1978. France. Intermediate+. Classic story of the importance of inner beauty and goodness.

McGovern, Ann. Stone Soup. Scholastic, 1968. France/Europe. Primary. A wonderfully humorous version of the French tale with an impish boy matching wits with an old woman. Winslow Pinney Pels illustrations set this version apart. Excellent to use when teaching the importance of being truthful. May be used to illustrate the value of cooperative learning.

Howe, John. Jack and the Beanstalk. Little, Brown, 1989. English. Upper Primary+. Beautifully illustrated version. Extols the virtues of bravery and trust.

Evans, C.S. The Sleeping Beauty. Viking, 1972 (1920). France. Upper Intermediate+.
Hyman, Trina Schart. The Sleeping Beauty. Little, Brown, 1977. Germany. Upper Intermediate+. Either of these versions work well when having students think about the far reaching effects of one's decisions. Have the students discuss how the King's order to burn the spinning wheels effected the people in his kingdom.

Versions/Comparisons

As close as a primary source as is available, folklore provides an excellent means to compare peoples by their versions of the same folk tales. The various versions of the more popular folk tales are most appropriate here. (ie: Red Riding Hood, Cinderella, etc.)

Since many versions of the same folk tale appear in different cultures, it is easy to use these variations to explore the differences between them. The following are just a few of those available.

Cinderellas

Grimm, Jacob and Wilhelm. Cinderella. Morrow, 1981. German. Upper Intermediate+. (Hogrogian) In this version the sisters cut off parts of their feet to fit the slipper. Their eyes are pecked out by birds at the end.

Ehrlich, Amy. Cinderella. Dial, 1985. France. Primary+. (Susan Jeffers) Flowery French version. It is believed that Grimm's version came from the French.

Evans, C.S. Cinderella. Viking, 1972 (1919). France. Upper Intermediate+. Novel form of story. All illustrations done in silhouette.

Jacobs, Joseph. Tattercoats. Putman, 1989. English. Intermediate+.
Steele, Florie Annie. Tattercoats. Bradbury, 1976. English. Intermediate+. English versions that have the antagonist the father who ignores his daughter since his wife died in child birth giving life to her. The magic comes from a gooseherd rather than a female figure.

Climo, Shirley. The Egyptian Cinderella. Crowell, 1989. Egypt. Intermediate+. Based on history, this version tells of a Greek princess captured by Egyptians and made a slave. Later, with the help of a jeweled slipper she is freed and marries the Pharaoh.

Louie, Ai-Ling. Yeh-Shen. Philomel, 1982. China. Primary+. The original Cinderella story. Explains why Cinderella has such a small foot, a fact that had no importance in other cultures. Use this to lead to discussions of other cultures who practice body deforming as a part of the beautification process.

Hansel and Gretel

Grimm, Jacob and Wilhelm. Hansel and Gretel. Watts, 1981. German. Upper Intermediate+. (Anthony Browne) Modernized version. Illustrations allow in sight into the retelling of the story. The use of bars throughout raises the question who is really imprisoned. Students may discuss the question of the witch's guilt (the children ate her house) and whether the father was innocent.

Little Red Riding Hood

Hyman, Trina Schart. Little Red Riding Hood. Holiday House, 1983. Germany. Primary+. Wonderfully illustrated version by a woman who spent the early years of her life acting out the story everyday.

Marshall, James. Red Riding Hood. Dial, 1987. Germany. Primary+. Humorous, modernized version. Granny is shown reading in bed.

deRegniers, Beatrice Schenk. Red Riding Hood. Atheneum, 1972. Germany. Primary. Wonderful woodcut illustrations that convert easily to transparencies. Told in rhyme.

Young, Ed. Lon Po Po. Philomel, 1989. China. Primary+. Perhaps the original source. In this version the mother leaves her three children at home while she goes to grandmother's. The wolf comes to the children who manage to outwit him. Illustrations accentuate the sinister.

Tom Thumb

Watson, Richard Jesse. Tom Thumb. Harcourt, Brace, 1989. England. Primary. Superb illustration and text. Helps show children that even the littlest can contribute.

Morimoto, Junko. The Inch Boy. Viking Kestrel, 1986. Japan. Primary+. Perhaps the origin of English Tom Thumb tales.

Conclusions

The appeal of folklore is universal. It needs to be reviewed and brought back to the children. Enjoyed by children of all ages, using folklore as a teaching tool can only help to bring better understanding to the world and excitement to the content areas.

A BASIC EDUCATIONAL MEDIA COURSE FOR LIBRARY/MEDIA SPECIALISTS AND TEACHERS: THE DESIGN, DEVELOPMENT, AND IMPLEMENTATION

Edward F. Newren
Miami University
Oxford, Ohio
USA

INTRODUCTION

A variety of media and technology are available and performing a vast array of tasks to meet the various and individual demands of societies throughout the world. In the United States of America it is no different. In fact the media and technology may be evidenced as being pervasive throughout all most all aspects of our society. Traxler (1988) states, "Persons with access to information can participate more fully in social, economic, political, and aesthetic processes. Media are the vehicles of this "information age." With this being the circumstances in which students, teachers, and library/media specialists find themselves, it is no wonder that we can observe a variety of media technology being used in the schools throughout the nation. To be sure this usage is more prevalent in some areas than in others (e.g., metropolitan/suburban as contrasted with rural settings).

The impetus to use media for instructional purposes in the United States came during the Second World War when a large number of men had to be trained for military service in a very short period of time. Films, slides, filmstrips, and overhead transparency materials were pressed into service to make learning more effective and more efficient. In the ensuing years, the findings from research conducted on the utilization of a variety of media in a wide array of instructional situations has been generally portraied as providing instruction equal to, or surpassing, that instruction which was provided without its intervention--but typically with results in greater amounts of learning, greater retention of learning over time, and learning in less time (Moldstad, 1974). These findings are supplemented by the findings of other studies which typically indicate that the more senses which are involved in the learning process the greater the amount, or retention, of knowledge learned, e.g., sight alone, hearing alone, sight and hearing combined, etc.. (Sheal, 1989). With the variety of media that students are experiencing in their everyday lives through the mass communication devices, it is little wonder that these children expect to find the same type of mediated instruction in their schools. Waggener and Lasher (1988) are two of a long list of professionals in the field who have published proposals suggesting the particular competencies that teachers should possess. Innovative teachers, when possible, will integrate a variety of media into their teaching to respond to instructional, societal, and student needs and to facilitate and improve the learning in their classrooms. Likewise, library/media specialists are involved in developing collections as well as professional knowledge and skills so as to be able to assist teachers with the integration of media and technology into their instruction.

In the United States of America, as elsewhere around the world, their has been a strong call for the utilization of media and technology to enhance the learning situation (Office of Technology Assessment, 1982)). For teachers, this has been particularly true in the writer's home state of Ohio where citizens and educators along with legislators have *required* the inclusion of some type of media preparation for pre-service teachers. This particular education has been generally specified as the learning of the selection, production, and utilization of media without particulars as to what specifically is to be learned. The specifics of these topics have been left to the individual institutions of higher education to identify and deliver as the constraints of their individual faculty and circumstances prescribe. This Ohio state requirement for media preparation is handled differently by the various institutions of higher education. Some institutions integrate varying amounts of media into other courses--such as teaching methods--while other institutions offer self-instructional modules in media equipped laboratories, still others offer media courses of from one to four credit hours. At Miami University in Ohio, the School of Education faculty in 1980 voted to **require**, what was previously an elective, a basic, three credit hour educational media course for all pre-service teacher candidates. This course also serves the needs of teachers already in-the-field, who need to up-grade their professional skills, and as an introductory course for those students who intend to be certified as school library/media specialists.

This paper will discuss how the educational media course currently being offered at Miami University (Ohio) was designed, developed, and is currently being implemented.

BACKGROUND

The "Educational Media for Teachers" course was originally developed by the Department of Educational Media in the School of Education at Miami University (Ohio). This department was merged with the Department of Teacher Education at the beginning of the 1989-'90 academic year. There were several reasons for the merger but one of the most significant was to concentrate the skills and experience of the educational media faculty on the teacher preparation program.

In the past, media for pre-service teachers had been taught in a variety of ways. There had been multiple sections of 25 students taught by one faculty member; there had been two, large 200 plus student sections, at one point in time these were team shared by five faculty members while at another time one faculty member taught these large groups. Most recently, prior to the inception of the current course, there had been two large sections of over 200 students each with lectures which were team shared by four faculty members and smaller twenty-five student lab sessions which were taught by graduate assistants.

None of the above arrangements seemed to work very satisfactorily within our institution. Course evaluations indicated that the students were not happy with the instruction and faculty self-evaluative sessions clearly indicated that faculty felt that there had to be a better way. The merger of the two departments made it obvious that faculty staffing allocations were going to require a new arrangement. During this time of change there was an atmosphere of newness which was conducive to and helped fostered the idea of revamping the "old" media course.

THE NEEDS ASSESSMENT

Previous student course evaluations were restudied for clues as to the trouble spots in the old media course. Some of the telltale clues included: (1) a dislike for large sections, (2) a dislike for long lecture periods, (3) a dislike for laboratory sessions conducted by graduate assistants, (4) a liking, and wish, for more "hands-on" experiences, (5) a liking for the availability of multiple instructor/expertise. These student observations coupled with faculty concerns related to the difficulties of teaching large student sections, which all but precluded the possibility of any student/instructor interaction, provided the basic impetus for change. What seemed to evolve as some of the most important needs to be addressed included:

- Smaller student sections,
- Shorter amounts of time devoted to lectures,
- More "hands-on" activities, and
- More interaction between students and faculty.

In addition to the above identified needs, there were newly identified needs stemming from the merger between the two departments. As part of the teacher preparation program, the Department of Teacher Education had identified sixteen statements of professional development that were the program themes for the elementary and secondary education programs. It was our belief that the "Media for Teachers" course could directly relate to and contribute to teacher development in five of the sixteen statements:

- Plans instruction with clearly stated rationale, goals, and objectives;
- Plans instructional methods, media, and technology appropriate to instructional goals;
- Uses appropriate instructional materials, media, and technology;
- Communicates effectively with pupils; and
- Implements instructional strategies appropriate to instructional goals;

and indirectly relate to and influence the students, to some degree, in the remainder of the statement themes.

CONSTRAINTS

As with the design and development of any instruction, there were some obstacles to be overcome.

FACILITIES

In the past, we had relied heavily on a large group, mediated instruction facility which seated over two hundred students. Also we had two rather large laboratory rooms: one for projected materials and equipment and the other for nonprojected materials production. However, the configuration for the new course was going to place more emphasis on computers, photography, and video; activities for which the media facilities, as they existed, were neither equipped nor laid out to handle. Additionally, the existing facilities for computer and video instruction were spread out about the School of Education building.

EQUIPMENT

With more emphasis on computers, the School of Education's Microcomputer Laboratory would need to increase the number of computers and printers available and centrally locate this facility in the technology complex. The same was true for the video laboratory; it needed new equipment and more equipment to service the need of so many students; it, likewise, needed to be relocated to the proximity of the technology complex.

LOGISTICS

The traditional method for handling student/instructor arrangements is to move instructors and students around to suitable and available classroom facilities. However, when dealing with two hundred students who will have four different instructors, logistics become a very important consideration.

THE DESIGN

COURSE PHILOSOPHY

The overriding course philosophy that permeates all of the areas and activities of this newly designed course is to socialize teachers and pre-service teachers as well as library/media specialists so that they will become comfortable, confident, competent, committed, and creative users of instructional media and technology. It is intended that students, upon completion of this course, will be capable of solving instructional problems for which a mediated intervention can be a successful resolution. These students will be capable of handling most, if not all, of the media software and hardware available in the schools in which they will be employed as well as being knowledgeable and capable of recommending the acquisition of new media and technologies for addressing learning problems with which they are confronted.

FACILITIES SOLUTIONS

Through some trading of facilities, the School of Education Microcomputer Laboratory was moved to a portion of a sizeable area which was divided into two large facilities to accommodate the increased equipment capability of the computer laboratory and also the motion media (video and motion pictures) laboratory. This adapted, sizeable area had previously housed the projected media equipment and activities as well as the graduate assistant office space. This new move facilitated bringing these two areas together in one wing of a hallway referred to as the technology complex. The third area, across the hall and opposite the motion media and computer laboratories, is the still projected, audio, and graphics/photography laboratory. The fourth area deals with library research skills and its activities are sometimes served by a classroom but more frequently the university library and its various resources serve as the laboratory for the hands-on activities of this module.

MAJOR COURSE THEMES

There are six major themes that direct the focus of the "Media and Technology for Teachers" course. The six themes which form the foundation of this course and inform its major content and activities are:

. ***Why Use Media and Technology?,*** Waggener indicates, "There is increasing evidence that positive results take place when instructional media are appropriately used. Practical outcomes can include: (1) better structure of content, (2) standardized delivery of the instruction, (3) more interesting instruction, (4) more interactive learning, (5) a savings of instructional time, (6) longer retention, (7) more flexibility in time and place of instruction, (8) more enjoyable instruction, (9) a change in role of instructor to learning facilitator." (Waggener, Newren, Kopp, & Schmalberg, A., 1990, p. 7.)

. ***Planning and Designing Instruction Using Media and Technology,*** Kopp and Waggener state, "The technological approach to the design of media is systematic, theory-based, learner-centered, objectives-driven, and subject to a continuous cycle of evaluation and revision. The planning of any given media experience is achieved through the application of a systems model--e.g., Kemp and Smellie (1989, pp. 35-42.) model with learning needs, topics/purposes, learner characteristics, task analysis, objectives, pretesting, teaching method, resources, support services, and evaluation. This approach favors selection or modification over the creation of original materials. Heinich, Molenda, and Russell (1989) describe the following planning steps: (1) Analyze Learners, (2) State Objectives, (3) Select Media and Materials, (4) Utilize Materials, (5) Require Learner Performance, and (6) Evaluate/Revise. This is an excellent model for teachers to use in integrating media into instruction." (Waggener, J., Newren, E., Kopp, T., & Schmalberg, A. ,1990, p. 8.)

- ***Information Skills for Teachers and Teaching,*** Waggener suggests, "Instructors and school pupils usually begin their search for needed media and materials in the media collection at their own school. Next they would turn to catalogs of media collections housed at the school district or regional educational service centers or public library. Beyond these sources there is a wealth of material from commercial and noncommercial organizations, for purchase, for loan, for rental, or for free. While free materials have obvious advantages, one must use them with caution because of their possible bias. As with any media to be used in teaching, these materials should be carefully previewed before use." (Waggener, J., Newren, E., Kopp, T., & Schmalberg, A., 1990, p. 9.)
- ***Selecting Media and Technology for Teaching,*** Newren and Waggener offer, "Once the learning audience is analyzed and the learning objectives for that audience are specifically stated, the process of selecting appropriate media can begin. Selection of media for instruction includes: (1) locating, being aware of what is available or having a knowledge of sources which describe available media and indicate from where it my be obtained; (2) characteristics, understanding the attributes of the various media; and (3) evaluation, being familiar with criteria and methods for critiquing those media which appear to be appropriate for a particular purpose. Probably the most beneficial selection of media for specified learning outcomes occurs when the attributes of media--e.g., such characteristics as sound, motion, color, size, etc.) are considered and coupled with questions concerning (a) the teaching/learning pattern to be used, (b) the category of experiences best suited or identified to accomplish/accommodate the pre-specified objective(s), the instructional activity(ies) and the pre-specified objective(s), and the learner styles/variables. Teachers should first seek to select items from materials available locally or commercially, next they should consider modifying existing materials, and as a last resort they should embark upon the design and local production of new materials since this latter course of action usually requires too much time and resources." (Waggener, J., Newren, E. , Kopp, T., & Schmalberg, A. ,1990, p. 10.)
- ***Preparing Media for Teaching,*** Kopp and Waggener write: "The major areas of media production and modification include still and projected graphics and photography nonprojectable and print material, video and audio recording, and various interactive and multi-media techniques. Despite their hands-on character, all operations are driven by a research-based systems approach to design, selection, development, and evaluation. Such an approach features creativity and planning while addressing issues of audience, objectives, project management,

and delivery of the mediated instruction. Allen (1979) summarized research on the design of good media and materials design and concluded that they incorporate these principals: (1) advance organizers, (2) clues, (3) repetition, (4) active learner participation, and (5) feedback to learners. (Waggener, J., Newren, E., Kopp, T., & Schmalberg, A., 1989, p. 11.)

. ***Using Media (and Media Production Projects) in Teaching.*** Newren cites, as guidelines worthy of consideration, the steps listed by Brown, Lewis, and Harcleroad (1983) for effectively using media: (1) developing a plan; (2) preparing the facilities, the media, and the equipment; (3) rehearsing the presentation and conducting the presentation and activities; (6) conducting follow-up activities; (7) evaluating the results; (8) planning for re-teaching and/or revision. Newren points out that Allen's (1973) survey and summary of the research on effective media and materials design and utilization tells us that teachers should see to it that their media are appropriately sequenced and that the student's attention is focused on the important segments through the use of these five techniques: (1) advanced organizers, (2) cues, (3) repetition, (4) active learner participation, and (5) feedback to learners. (Waggener, J., Newren, E., Kopp, T., & Schmalberg, A., 1990, p. 12.

LOGISTIC SOLUTIONS

To accomplish the above stated course philosophy and themes, the course was divided into four modules:

- Computer;
- Film/Video;
- Information Skills;
- Photographic/Graphics.

Each of the four modules are taught by a different instructor whose professional expertise lies within the area to which he is assigned. A section of this course contains a maximum of twenty students. In actuality, each section usually has an enrollment of fifteen to nineteen students. Each section is assigned to one of the modules during one of three time periods on Monday and Wednesday (e.g., 10 to 12 am, 2 to 4 pm, and 5 to 7 pm) and each module lasts three and a half weeks. Each of the four modules meets at the same time period, but in the facilities described above which have been designed for the purposes of that particular module. Thus, each section of students is rotated among the four modules. In a typical semester there are up to two hundred and forty students served through twelve modules. The chart below provides an indication of the student distribution:

Chart 1. Distribution of Student Sections Over Modules

Modules	Computer	Film/Video	Information Skills	Photographic/ Graphics
Time	10 2 5	10 2 5	10 2 5	10 2 5
First 3.5 Weeks	A, E, I	B, F, L	C, G, J	D, H, K
Second 3.5 Weeks	D, H, K	C, G, J	A, E, I	B, F, L
Third 3.5 Weeks	B, F, L	A, E, I	D, H, K	C, G, J
Fourth 3.5 Weeks	C, G, J	D, H, K	B, F, L	A, E, I

HANDS-ON CLINICAL EXPERIENCES

Little time is devoted to instructor lecture, instead a greater emphasis is placed on readings in two forms. One form of readings is instructor handouts which are typically bound into the course manual which students purchase from the university bookstore. The other form of readings are those required by instructors from selections in the two course textbooks by Kemp and Smellie (1989); and Heinich, Molenda, and Russell (1989) both of which are available in the university bookstore as well as several copies of each on "instructor reserve reading shelves" in the university library.

With less time devoted to formal lecture, more "hands-on" time can be offered in each of the various modules. These experiences are structured through activities called ***"clinical experiences."*** Each module requires students to complete several of such, instructor graded, clinical experiences which require the incorporation of knowledge and skills applied to the development of a solution to an instructional problem.

The above described arrangement allows for more instructor/student individualized interaction. Additional time in the various laboratories is available for students to practice and work on assignments outside of the regularly scheduled module times. These "open labs" are generally supervised by graduate assistants with instructors frequently available to help students.

IMPLEMENTATION

This new course configuration was first offered this past Fall 1989 Semester. It has now been presented over two semesters and one summer term. This amounts to twenty-eight sections which have progressed through the four modules of this course.

The basic procedure, in each of the modules, is to rely heavily on readings in the text books and instructor developed handouts. These readings are supplemented with instructor lectures, which are kept to a minimum, on the most critical aspects of the modules' information.

The emphasis of this course is placed on students' hands-on experiences with the various media and technology. As much time as possible in the allotted period is devoted to the students working with the media and technology under the supervision of the module instructor. This instructor is assisted by a graduate assistant. In addition, each of the laboratories is available for student use, usually under the supervision of the graduate assistants, at times other than the normally scheduled class. These "open labs" are intended to be used by the students to practice and complete assignments.

The assignments and projects are referred to as "clinicals." Clinicals are designed by instructors and pose hypothetical problems which the students must solve. In the clinicals, students are given real-life, educational situations as the settings for the hypothetical problems. These settings are typical of those in which teachers frequently find them selves. It is the students' responsibility to apply the knowledge and skills they have learned in the particular module to the solution of the clinical problems. The solutions frequently require the design,development, and application of some instructional media and technology.

The heart of the course, and thus each module, is the use of an instructional model which employes a systematic process to the design of instruction. Thus, as part of this model, ability to specify behavioral learning objectives is of paramount importance. As students design solutions to the clinicals' hypothetical problems they use the instructional model as their guide and specify the individual behavioral instructional objectives needed for their own pupils to accomplish the learning they are seeking. These behavioral objectives provide the information base for designing the media that will be produced to use with the pupils in order to accomplish the specified learning. The module instructors then, evaluate the media which has been produced by how well it will (1) accomplish the stated objectives, and (2) how well it has been produced.

Since teacher frequently must lecture to their classes, two of the modules in this course have clinical assignments which require the students to make presentations using appropriate media and technology.

EVALUATION

Since the design of this course followed a systematic form, the course is considered to be dynamic. Thus, evaluation is an on-going, formative, process.

During the first semester, the instructors of the four modules met weekly to: discuss how their modules were progressing, solve problems which were occurring within and across modules, as well as to standardize and coordinate some of the procedures which occur in all modules. Typically, all of the instructors were finding it difficult to cut back on the lecture/demonstration portions of their sessions. Also, initially, the number and scope of hands-on, clinical experience projects had to be scaled down. Student course evaluations, collected at the end of each module, frequently suggested that the activities of each module amounted to more requirements than other, similar, three credit hour courses.

Pre- and post-student attitude, knowledge, and skill inventories, administered at the beginning and the end of the course, tend to suggest that this course has had a positive effect on the learning of these pre- and in-service teachers and library/media specialists.

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FICTION AND FACTS: READING NOVELS IS BUILDING BRIDGES BETWEEN CULTURAL, ETHNICAL AND GEOGRAPHICAL DIFFERENCES

Uno Nilsson
County Library of Kristianstad
Sweden

Every fiction book, every novel, is a result of human experiences, human social environments and human communication. An ordinary textbook, however, written on a subject like " Life in other countries" normally excludes the imagination of the writer as a consequence of its function: to present facts.

In ordinary Swedish school books, facts are presented neutrally; political and social tendencies are not supposed to be presented in a subjective way - at least that's the ambition of the writers and the wish of the school authorities. This means that most Swedish school books are not at all engaging. The books are there simply to present facts in such an objective way that they can't be considered untrue by the majority of scientists and other authorities.

This lack of human feeling and subjunctive thoughts will make the pupils read them for one purpose only: because they ought to, not because they are curious. Of course, children with a great amount of understanding read them with interest, but this is not due to the textbook itself; more as a result of the children's personal interest.

Even for an interested child, the school book still can't bring the feelings of another person about; how it really feels to live in another country. If subjective aspects are there, they are very well hidden in the ordinary textbook, and can only be found in books of quite another character: fiction.

Working with fiction books in school seems to be an easy task, simply because these books are more fun to read. However this is an illusion.

Naturally there will be problems of practical character such as lack of books. But difficulties of that kind can quite easily be solved. Lack of books is most often simply a lack of planning. Good planning and good communication between school librarians, teachers and school leaders is the key to good supply of accurate books. If there is no, or bad, communication, there will be no, or bad, planning and no money to buy the right books.

Although practical problems may make life hard for the teacher, there are difficulties - and possibilities - of a more complex kind. Humans are not machines, and children are not empty barrels ready to be filled with whatever someone likes to fill them with.

They are more complex than that. Just like a fiction book, they are a result of experiences and environments added to, and processed by, their individual genetic codes. And they must be treated as such if the education shall be successful.

The most important problem is to find the right fiction book for the right pupil, indeed a big opportunity for everybody who believes that education is a process of communication.

The Books

Reading fiction always is an active occupation. First the reader has to transform letters and words into pictures in his/her brain, pictures that continuously change for every new word and sentence. Hard work for the new born reader. Then the reader must place himself into the picture and identify himself with one of the persons described. This part may be the most difficult one. The "wrong reader" is a reader who can't find anyone to identify with, and therefore doesn't understand what is happening. The "wrong reader" will be reduced to somebody who watches the story from a distance without engagement. Without identification the reader very much becomes a reader of a school book when there is no understanding.

The "right reader" however is a reader who will go into the book and act, think and feel accordingly to his/her identification. The right reader will make the book alive in his/her own individual way by adding his/her own experiences and feelings to those expressed in the book. In that way the right reader reconstructs the author's story in his/her own way. Two readers never exactly make the same experiences from the same story.

Therefore the available books must differ in many ways to make it easier for every child to find the right book. There must be books that are easy to read, as well as more difficult and complex ones. There must be action books as well as philosophical, sentimental or descriptive books. There must be love stories, if the children are old enough. A good reader knows that it is worthwhile waiting for satisfaction, but a reader who is used to action movies or TV can't wait. So there must be books in the collection with immediate thrill; a happening that will make the child curious enough to go on reading. It is also important that the books contain persons possible to identify with. Boys usually find it hard to identify themselves with girls, and most children do not willingly identify themselves with younger children.

Understanding plays an important role in the reading process. If there is no understanding, the teacher will find work, even with fiction books, more or less useless. The books may create their own understanding. The cover makes it easier to chose a book by giving the reader information about the content. The expectations made by the cover must, however, be fulfilled by the rest of the book. Once lied to, the child may become suspicious to reading.

The Presentation

If there is no understanding, it still can be brought about by the teacher or the school librarian in the presentation of the books. Presenting a book to the pupils is an act that involves both books and pupils. And - of course - the person presenting himself.

A book talk is supposed to make the audience want to read the talked-about book. The person presenting must like the book if the presentation shall be a successful one. It takes engagement to engage.

A book talk for children must mediate pieces enough to help the pupils with their puzzle, their reading. A book about Bolivian children, for example, must be presented together with information about Bolivia. A map is needed as well as facts about the population. Perhaps some historical and political facts must be added, and some information about the cocaine problem and drug smuggling. Facts like these will make it easier for the reader to make the necessary picture and to identify with a Bolivian person. (Many authors try to avoid the identification problem by letting the chief character be a tourist from Europe or USA, but what is won in identification, may be lost in feelings - how it feels to live in that special country.)

If the book is difficult and complicated, the presentation must explain some of the difficulties and, perhaps, contain pieces of the main story. It is important not to tell too much; most of the book must be left for the reader to discover! (Why read a book if you already know what is in it?)

The book talker should try to find the hub around which the story of the book turns and make it a starting point for the presentation. To know what the author wants to say is necessary if you want to understand how he/she says it.

Reading important or thrilling parts loud may also be very fruitful. Anyway there is no standard book talk or presentation. Every book demands its own way to be presented, and every book talker should do the talk accordingy to his/her own individual character and with great consideration of the audience.

An engaging book talk is not only a matter of the book and the reader. The person talking is a medium himself, and plays a vital part in making the audience read the books. While talking, everybody's eyes look upon the presenting person and the audience registers not only what is said, but also how it is said, what the talker looks like, how he/she moves etc.

The book talker should try very hard to build up as big confidence as possible. The audience will believe what is said only if the book talker is a person that they can look up to; only if they know that the book talker is not overacting or exaggerating. By meeting his/her audience regularly, the children will get to know him/her well enough to decide whether they can believe what he/she says about the books. Usually the teacher have that confidence, but if he/she has failed in building it up, it is better to let somebody from the public library or the school library do the presentation. The book talk may become an important break for the children in the humdrum schoolwork.

Reading

Reading is an individual act, and no distinct preferences about how the reading should be done can change that. I don't think that the teacher should give the pupils questionnaires in advance, because it will influence the reading in a negative way. Reading fiction literature is an act where the mind of the reader should be kept as free as possible, where the thoughts should be allowed to fly wherever they want to, guided only by the words and sentences of the book and the creative power of a free mind and the reader's understanding.

However, practical problems must be dealt with. There must be room and time for the reading. Many children do not have good reading conditions at home, so the school must take its responsibility and create those conditions to obtain equality in education and social justice.

The teacher plays an important part during the reading. He/she should be ready to help the pupils whenever they start to fail, whenever they ask for help. It is a good thing if he reads with the pupils, showing them that he/she too likes reading. No time limit should be put for reading a book. Every child should be allowed to read in his own speed.

The teacher may have to help the pupils with the reading. An easy way of doing this is to act as a fellow reader. If the child fails to make a picture in his/her head, it is probably caused by some difficult words that takes all the child's power to code. These words can be read by the fellow reader so that the child can concentrate on the picture-making in his/her mind.

After the reading

When the children have finished a book about an adventure in another country, they have made a big journey. Traveling is said to be the best way for someone to make experiences from abroad, but reading a good book may be just as good, perhaps better. The traveling doesn't give the tourist the opportunity to be another person, just to see the conditions in which another person lives. That's an important difference, indeed. Reading a fiction book may have a greater educational importance than anything else; a journey not only to another country, but also into another persons mind...

But so far the experiences made are individual. If the experiences will be collective ones, they must be communicated with. To talk about feelings is not always easy, and for the teacher it may be a difficult task. Still it is important for the individuals to have their experiences discussed, and for the whole class to take part in the individual experience. There will be questions to answer, unclear thoughts to make clear, and feelings to share.

That's why the after-reading talk must be informal. In small groups, 3 or 4 pupils in each group who have read the same book, the talk may be the mirror that makes it possible for each individual reader to look upon his/her experience from an outside view. Reflected in the group, the individual experience becomes a collective one, and a good way to make children learn from each other.

This must be done before the presentation of the reading in from of the whole class, and is the most important part of the after-reading work. The teacher has to be extremely careful in this part of the program. The pupil's self confidence as a reader is at stake. No adult would allow somebody to touch his feelings from above saying that his experience and feelings are wrong. That goes for children too, but they have much more to lose if handled without care.

Good relations between the teacher and the pupils is the only condition in which this reading program can work out. If the relationship is good, the teacher can act as an older and more experienced friend, and be someone that the child spontaneously will turn to with his questions and feelings. And in the talk, with the help of the teacher and fellow pupils, the reading of fiction may give the educational result that no textbook is able to.

And the next step in the program will, of course, be the choice of another fiction book. Or perhaps collecting money for a journey...

COOPERATION BETWEEN PUBLIC AND SCHOOL LIBRARIES IN NORWAY

Ellen Øyno
Norwegian Directorate for
Public and School libraries
Oslo, Norway

The subject for my paper is "The cooperation between public libraries and school libraries in primary and lower secondary schools in Norway" as it has been formalized by new acts during the last four years. What is the intention of the new laws and how far have we come by 1990?

Norway in perspective

Norway, Sweden's next-door neighbour, is a long, narrow and sparsely populated country. The distance from south to north is 1752 km. which is equivalent to the distance from Chicago to New Orleans, or from Paris to Athens. There are just over 4 million Norwegian citizens, with an average of 13.8 persons per square kilometer (The population density in France is 100 per square kilometer). 30% of the Norwegians live in sparsely populated areas. The other 70% live in urban settlements, mostly in rural areas.

Norway is divided into 19 countries of which the capital Oslo is one county. The 18 other counties are divided in 448 municipalities. In recent years the independence of these municipalities has been greatly advanced. The Government has delegated much administrative and financial responsibility to the municipalities. As a result of this delegation, some laws have been adjusted or revised. The Norwegian Library act of 1971 was among these.

Public library service

In Norway the general library system consists of 20 county libraries, 446 municipal or main libraries with branches (approximately 1300 public library units). There are also some 40 mobile library units which substitute for or supplement small library branches in rural areas with scattered population. On the West coast of Norway the library boat Epos gives library service along the coast.

The Library Act of 1971 did not specifically mention library service to children. Children were included in public library service to "all inhabitants" in the municipality. School libraries had a special paragraph in the act, stating that all schools giving basic education must have a school library. The new Library act of 20th December 1985 (in effect since January 1986) states explicitly that all public libraries should serve children on the same terms as they serve adults. The recommended standard for personnel in public libraries states that at least one fourth of service time should be spent working with children. In 1988 there were 220 children's librarians in Norway, most of them working in the Oslo-area. Anyhow, the children borrow three times a many books from Norwegian public libraries than adults do (1988). The public libraries are concerned because the municipal funds for buying books for children do not correspond with the demand. The public libraries have for years cooperated with other institutions concerned with children's education, schools, kindergartens etc. School libraries were given a special paragraph in the Library Act of 1971.

In some municipalities the public and school libraries are combination libraries, having joint location and staff. The linking of the school libraries to the Library Act and not to the Act of Education, had for long been looked upon as a hindrance to their development. The intention of the school library was however to serve both as a library for education and for cultural purposes. School authorities did not take the full responsibility for the development of the school libraries.

School libraries in the Basic schools

The Norwegian school library system was the first legislated in the Library Act of 1947. The school library system was traditionally the only place children could borrow books, especially in the rural areas. The purpose of the school library was to play both a pedagogical and a cultural role. The school library economy was based on municipal and state grants, but with low funding (in 1985 1/3 book per student), the school library did not serve it's purpose. In some municipalities the school libraries were good, but as an average they were poor. The school libraries were run by teachers with little or no library training and little time set aside to take care of the library. There are some 3500 primary and lower secondary schools of which about half of them have less than 100 students.

Legislative reforms

The 1980's have brought administrative and legislative reforms to the libraries of Norway. The Public Library Act of 1985 states that all municipalities shall have a professionally qualified head librarian.

However the Library Act excluded the school library, which was transferred to the Education Act. To compensate for this, the Library Act has a new section 6 reading:

"Cooperation with schools. Cooperation with school libraries in the municipality shall be ensured by means of agreements, and by placing the professional expertise of the public library at the disposal of the school authorities in the municipality. The Ministry shall issue recommended guidelines for such cooperation".

The Act concerning primary and lower secondary education has a corresponding section #10.2:

> "All schools shall have the necessary furniture and teaching aids. The Ministry issues guidelines. The schools shall have a library and a person who is responsible for the library service. The school library shall have both a pedagogical and a general cultural function and must have permanently established cooperation with the public library in the municipality".

The public library and the school library have previously cooperated in many places voluntarily. However from 1986 they have to cooperate.

In 1987 the Ministry for education issued new curriculum guidelines for primary and lower secondary education. In these guidelines the school library is given a special chapter in which the school library is stated to have an important pedagogical role to play in the activities of the school.:

> "The school library includes all kinds of textbooks, media and materials used in the work of learning, and fiction and non-fiction for study and leisure time reading. The library also includes special literature required by the teachers to plan their teaching. The library also administers the special equipment needed to be able to use the teaching/learning aids."

The school library has become a mediacenter, including the teachers' library and helping them to plan their teaching. The school library shall also educate the students in proper research techniques, stimulate them to read in their free time, help them find information etc. It is also emphasized that the school library is a part of the national library system.

In what fields are cooperation natural?

The two types of libraries have many purposes in common, but they have different goals as well. Although the public library is the main resource for lending literature to children, school libraries must play an important role in this too, especially in a sparsely populated country like Norway. But it is neither in the interest of the public library nor of the school library, if school libraries are looked upon as extensions of the public library. Precise definitions of the different libraries tasks are necessary. Cooperation does not mean to do everything together. It may mean agreement on divided responsibility as well.

Guidelines for cooperation between public and school libraries have been drafted by a working committee, with representatives from The Directorate for Public and School Libraries and the National Council for Primary and Lower Secondary Education and issued by the Ministries. The guidelines are based both on the requirements laid down in the law, and on the results of different cooperation-projects that have been carried out. The guidelines were published in 1987.

If two organizations are going to cooperate it is of vital importance that they know the purpose for cooperation, and have the same objectives. In this case the purpose and objectives are

- to give children the best possible library service based on quality, actuality and variety.
- to coordinate the optimal use of municipal resources

The guidelines suggest that each municipality points out a liaison or a coordinating committee which is responsible for the cooperative agreement that the laws demand. Administration and staff from both the public library and the school library ought to be represented in this committee.

The duties of the coordinating committee are to:

- continuously analyze and evaluate the library services for children and young people in the municipality
- draft a plan for the total library services for children and for young people in the municipality, based on plans for school library services. The plan must be evaluated.
- public library services to children and young people and on plans for school library services, and regularly evaluate this plan.
- draft a proposal for an agreement to collaborate between the public and school libraries, and propose adjustments if necessary.
- consider the need for personnel for library services to children and young people in the municipality.
- consider budgetary consequences and set up a budget for the collaborative activities

- suggesting collaborative activities such as joint acquisition of books, union catalogues, registration of stocks, circulation of book stocks, information, exhibitions, book weeks etc.
- propose drafts for further education of personnel.

Even in municipalities, where they do not point out a coordinating committee, the school and public library administrations have to draft an agreement to be passed by the municipal authorities.

What has happened since the laws and guidelines came into force?

As the acts were passed at the end of December 1985, in which the guidelines were said to follow, very few public libraries and school libraries started the formal cooperation right away. The schools were eager to start cooperation. Their hope was to get the trained librarians to do the cataloging and classification tasks for the school libraries. The municipality may have 40 schools and one main library, most likely without a children's librarian. Naturally the public library was reluctant to satisfy the new demands from the teachers and schools. The Library Act states that the public libraries role in the cooperation is to place their professional expertise at the disposal of the school authority in the municipality.

The total library services to children must be based on the plan for the public library services to children as well as the plan for the school library service in the municipality. This total plan can:

- point out sectors for joint activities and make plans for these activities.
- coordinate resources introduce practical exchange of information, etc.

Do they have such plans?

The public library has to make a budgetary plan for a period of four years. The plan is revised each year. A special plan for services to children may be included in this plan. However, many public libraries do not have such service plans. Anyhow the plan-process in public libraries are getting better.

A plan for the school libraries in the municipality is an entirely new requirement. The school library has so far been looked upon as the responsibility of the different schools. Under this new reform the schools must organize themselves, before they can cooperate with the school public library. The guidelines suggest that the school librarians in each municipality establish a formal cooperative network, headed by an administrative body in the school administration. Part of the school library service may be a common service for the municipality, such as depots for books for special curriculums project etc.

Through regular meetings, school librarians will be able to exchange information, experience the importance of the school library in the curriculum etc. As most school librarians are practicing teachers, time must be slotted for the school librarian to participate in activities, but this is not a part of the guidelines. Time to cooperate is a crucial point, but time costs money and the authorities have not increased library funds for this purpose.

When both the public library and the schools have made their different plans, they will see what they have in common. The optimal library service to children can then be organized. that is the legislative intention. The cooperative activities must be formally agreed upon and the agreement must be confirmed by the municipal authorities.

How many agreements have been confirmed?

In March 1989 the Norwegian Directorate for Public and School libraries sent a questionnaire to the municipalities, asking if they had a liaison committee. Did they work on a cooperation-agreement? Was the agreement confirmed by the authorities?

The result of the questionnaire showed that the legislation of cooperation did not work its wonder overnight. Forty-six municipalities answered that agreements had been passed. They enclosed their agreements, and we could see that they had agreed upon all the theories that we find in the laws. Very few had pointed out specific activities in which they would collaborate. 102 municipalities had appointed a liaison committee working with plans for cooperation.

This means that 1/4 of the municipalities had started working on the cooperation agreement. The official reports in 1990 will show how many new agreements that have been confirmed. What about all the rest? The need for advice on how to start has been documented by constant ringing of telephones in our office. We have also given lectures to school and public librarians on how to get started.

The intention of the acts has been to give the children more books and better service by trained staff. The laws were drafted when the Norwegian economy was strong and the chance of raised funds for both public and school libraries were taken for granted. But things have changed. You can make the best of plans and have the best intentions, but when it comes to the cost of the plans, the climate has changed.

Lately our advice to the municipalities has been:

- organize a liaison committee to come together, and find out what cooperation there is in the municipality already.
- Usually classes coming to the public library do that because they have an interested teacher. Perhaps class-visits can be offered to one grade in all the schools?
- List the joint activities they do have, like book-weeks for children in which some schools and the public library cooperates, booktalks, etc. There usually are many informal cooperations already in the different areas, may be the activities can be offered to all schools and public libraries in the municipality.

The activities we already do in common are based on our budget and may therefore be formalized without any extra funds. If we start in this way it is of vital importance that the agreement are revised every year. In addition to agree on what we already do, the liaison committee must

- work on the plans for further cooperation. The public library must make plans for their activities for children and the school must make plans for their school libraries. As most teacher librarians are untrained in library work, they lack information on how the public library works and they know little of the library network. In a committee the school will learn about the public library and vice versa.

The need for advice on how to cooperate is enormous. The Norwegian Directorate for Public and School Libraries has engaged a librarian to write a pamphlet on this subject with some model agreements to help the municipalities. The pamphlet is due this fall.

The future for the cooperation?

The legislative framework is good, and it is now all up to the different municipalities to work out good agreements and support the cooperative work. The differences between the municipalities are being more and more visual. It is important that the municipal authorities are willing to give library services to children priority, if we are going to obtain our objectives.

BOOK AWARDS CHOSEN BY AMERICAN CHILDREN

Mary Ann Paulin
School Library/Media specialist
Negaunee Public Schools
Negaunee, MI

While I was writing Vol. 1 of More Creative Uses of Children's Literature, I wondered which books were the favorites of students in grades 4-6 (ages 9-12). Because I knew that many US states and several Canadian provinces conduct reading contests in which school children choose the outstanding book for the year, I decided to investigate the winners of the last ten years of those contests and draw conclusions about the winners. I wanted to find out the following information: Which states sponsor contests? What groups sponsor the contests? Who are the favorite authors? Which titles were the most often chosen? Which genres of literature were the most popular? Were the books that were chosen by children also recommended by librarians and teachers? Was there information available about the authors?

Although some states have several categories of awards ranging from primary grades through high school, the most common award is for grades 4-6. Children's book awards are sponsored by combinations of the following organizations: State Reading Councils, State School Library/Media Associations, State Library Associations, State Departments of Educations, State Universities, State Libraries, State Parents and Teachers Associations, Co-operative Extension Services, State Divisions of the American Association of University Women, State Associations of Elementary School Principals, State Councils of Teachers of English.

The awards investigated are between 1980 and 1988 from the following states: Arizona-- Arizona Young Readers Award, AZ; Arkansas-- Charlie May Simon Award, AK; California Young Reader's Medal, CA; Florida-- Sunshine State Young Reader;s Award, FL; Georgia Children's Book Award, GA; Hawaii Nene Award, HI; Indiana Young Hoosier Book Award, IN; Iowa Children's Choice Award, IA; Kansas-- William Allen White Children's Book Award, KS; Massachusetts Children's Book Awards, MA; Michigan Young Awards, MI; Minnesota-- Maude Hart Lovelace book Award, MN; Missouri-- Mark Twain Book Award, MO; Nebraska-- Golden Sower Award, NE; New

Hampshire-- Great Stone Face Award, NH; New Jersey-- Garden State Children's Book Award, NJ; New Mexico-- Land of Enchantment Children's Book Award, NM; Ohio-- Buckeye Children's Book Award, OH; Oklahoma-- Sequoyah Children's Book Award, OK; Pacific Northwest-- Young Reader's Choice Award (Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington), PNW; South Carolina Children's Book Award, SC; Texas Bluebonnet Award, TX; Tennessee Children's Choice Award, TN; Utah-- Utah Children's Book Award, UT; Vermont-- Dorothy Canfield Fisher Award, VT; and the Virginia Young Readers Program, VA; Wisconsin-- Golden Archer Award, WI; and Wyoming-- Indian Paintbrush Award, WY.

The books I read were award winners between 1980-1988. If an author on the list had won contests from previous years, I also included those titles in my research. I read 118 titles which had won 263 awards. Numerous titles won in more than one state.

In order to find out if the books were also recognized by professionals as worthwhile literature, I checked to see if the books were listed in two major sources of outstanding books; The Children's Catalog (H. W. Wilson Co.) and The Elementary School Library Collection (Bro Dart). Only 4.14% of the titles were not in the first book and only 11.86% of the titles were not in the second book. It was gratifying to know that most of them were considered worthwhile reading. It was not too surprising because the list of from 5-12 books from which the students chose their winners were originally chosen by teachers and librarians.

Information about the winning authors is readily available so that students can read the books as well as find information about the author to include in reports. Ninety-seven per cent of the authors were included in the six books in the series by the H. W. Wilson Company, the newest of which is The Sixth Book of Junior Authors and Illustrators. Eighty-eight per cent of the authors are included in the 57 volume of, Something About the Author, published by Gale Research, Inc. Four books in this series are published each year.

Nine of these 16 authors write realistic fiction. The last two write nonfiction and the remaining authors write a combination of mystery/fantasy or mystery/supernatural. Realistic fiction accounts for 68% of all the titles which won awards. Sixty-three per cent of the books contain humor. Other categories include: 31% fantasy, 23% animal fiction, and 10% historical fiction. Fifty-two per cent of the main characters are boys and 46% of the main characters are girls.

There were several subjects that books had in common: camping (6 books); baseball (4 books); television (4 books); bullies (3 books); and kidnapping (3 books). A death of a person or animal occurred in eleven of the books.

The most popular book title which won 15 awards in 15 different states is Judy Blume's Superfudge. Other winners are: Nothing's Fair in Fifth Grade by De Clements (11); Bunnicula by Howe (9); How to Eat Fried Worms by Rockwell (9); Thirteen Ways to Sink a Sub by Gilson (6); The War With Grandpa by Smith (6); The Dollhouse Murders by Wright (6); Tales of a Fourth Grade Nothing by Blume (6). The first title is a sequel to the last title. It is also interesting to know that Sixth Grade Can Really Kill You, which is the sequel to the other book by De Clements, won 3 awards.

There is not enough room here to include information about all of the books, however, the annotated bibliography given to conference participants is also included in More Creative Uses of Children's Literature, Vol. 1 (Library Professional Publications, The Shoe String Press). The bibliography includes annotations, names of states in which awards were won, sequels, multimedia, major selection sources which include the book, and sources of author information.

BRIDGING THE GAP FROM THE ORAL TRADITION TO THE PRINTED WORD

Melvin Rainey
University of the South Pacific
Suva, Fiji

The purpose of this paper is three fold. First the strength of the oral tradition as it exists in the South Pacific today will be discussed, with special emphasis placed on Fiji. Secondly, a discussion of the major difficulties that are faced by teachers and librarians in attempting to improve reading habits and reading abilities of children, and a brief look at the research which has been carried out on reading and the importance of school libraries in Fiji in the last ten years will be touched upon. Lastly, the paper will discuss practical ways in which teachers and teacher librarians can help overcome the existing problems. Demonstrations of storytelling as a means of moving from the oral tradition to the printed word will be given after the paper has been presented. A number of appendices will be handed out at the session which offer practical ideas for the classroom and library.

From the earliest days of history, men and women have told stories and through them, kept alive the deeds of mighty heroes and heroines and explained the natural wonders of the world in which they lived. Listening to stories, whether they were told through song, action or merely spoken has always been a favourite pastime of people. For centuries the storyteller held an important position in the tribe, clan or family and gave great pleasure to the untold multitudes. Unfortunately, in many developed countries the role of the storyteller diminished over the centuries. It is only within the last two decades in North America that a revival of the oral tradition has begun. Schools and public libraries have developed some outstanding programmes. Professional storytellers are once again becoming popular in society, especially in the urban areas.

The oral tradition in less developed countries of the world is still very strong. In Fiji and other South Pacific countries it is not an uncommon sight to see families and neighbours seated around the yaqona bowl (Tanoa) in the evening listening attentively as one of the older members of the group tells tales from his own life experiences or ones which have been handed down through the generations.

In Fiji, much of the tradition has been preserved through the meke. The meke is poetry sung or chanted, usually with dance accompaniment. It is strongly rhythmic and is accompanied by the beating of the lali (drum) as well as hand clapping and dance gestures. The meke records historical events such as battles and wars, tributes to the glories of the ancestors, origins and migrations, myths and legends. Rougier (1916) wrote that there were mekes on war, the fields, the woods, tempests, calms, rains, the heavens, gods, devils, travel by land and sea, men, women and maidens. Gordon-Cumming (1881) states that some are so old that many of them are incomprehensible even to the singers, who merely repeat the words in an unknown tongue, as they learned it from their parents. Good (1978) referred to the meke as the flower of custom. New mekes come into being each year. They may be about the women out fishing, a disaster at sea or any other important life experience.

The meke is traditionally performed on ceremonial occasions, such as a feast, a wedding, or a visit of a chief. It is often performed to welcome and honour officials, foreign dignitaries of governments, for religious purposes or for sporting occasions. They are performed for the purpose of entertaining the chiefs and guests of honour.

In today's culture the traditional meke still holds an important role in society and thus the traditions and customs are handed down to the young people through the oral tradition. There is nothing more exciting and moving than to watch a meke group perform. The rich full tones of the chanting and singing the graceful movements and beautiful costumes made from the things in nature make it an unforgettable experience.

Students are taught the traditional mekes in school and they often perform them at special functions. It is however unfortunate that more of the oral tradition has not been adapted into the curriculum, especially into getting children to read. Teachers teach reading with the basal readers, phonetics and lists of vocabulary words. The stories in the readers are for the most part unimaginative and unexciting stories which have little appeal for students. The teaching of reading in North America has followed much the same approach although there are signs that indicate changes in this approach. Trelease (1982) states the problem with teaching reading is that we have concentrated exclusively on teaching the child how to read and we have forgotten to teach him to want to read. This I fear is partly what is happening in Fiji, although there are many other factors which also enter into the picture. Williams (1986) in a paper on publishing in the South Pacific noted some of these problems and gave some sensible recommendations to improve the situation. Among the many problems she noted, four stand out in regards to this paper.

1. Governments must become more aware of the importance of local writers and publishers as this ties in very much with literacy programmes and literacy rates of any country. Financial aid for writers, publishers and marketing must be supported by governments.

2. There is an urgent need to provide appropriate training for writers, editors, printers, typesetters and graphic artists. Management skills for supervisors or directors of publishing firms are also needed. The production of a training manual to assist publishers in the basics of publishing would be extremely useful.

3. Writing and publishing for children - storybooks, textbooks, reference books - have been neglected for too long. The University, Education Departments and Churches have done some work in this area but more support and concentration of efforts is needed.

4. Writers knowledgeable in their own fields should be willing to write reviews of works done by local scholars and writers.

There are many other problems which face teachers and librarians. For example, reading for pure pleasure has not been part of the South Pacific tradition. To read simply for the enjoyment it gives has been frowned upon by tradition.

In Fiji there are some indications that this is slowly changing. The Minister of Education in 1988-1989 visited well over 100 primary and secondary schools where he spoke to teachers, school officials and parent groups. He expressed his concerns about parents and the community in general becoming more involved in the education of their children. To many of us, his actions are what we would expect from a Minister of Education, however in this case he is one of the few Ministers of Education to have ever taken the time to visit and gain from first hand observation the problems school children, teachers and parents face.

School libraries and children's sections of public libraries lack sufficient, suitable materials. In school libraries much of the material received is in the form of gifts which are often discarded text books or materials purchased by overseas donors from remainder sales. Often this material is outdated, difficult to read and has little relevance for children in the South Pacific. This problem cannot be easily overcome because there is a lack of sufficient local finances to purchase suitable materials, there are few people interested in writing for children and until recently people in charge of libraries have had only a minimum training in the importance of the selection of materials. Library Services of Fiji has recently set up a committee to develop an annotated list of good children's books. This is the first large scale effort and while it is perhaps not the best way to select materials it is a bridge to help overcome the difficulties faced by inexperienced and untrained teacher librarians.

It is the exception to the rule in schools where the roles of the library and the teacher librarian are clearly understood. School administrators and teachers do not see teacher librarians or the library playing a vital role in the education of children. Many people in charge of libraries are involved on a part-timer basis and often have no training. Teachers are often forced to accept looking after the library as an additional burden, thus the library suffers. It is only since the early 1980's that a course in school librarianship has been offered through the Certificate in Librarianship programme. The Teacher Colleges do a short course on organization of collections but little is done beyond this stage.

There have been four research studies done in Fiji on the aspects of the importance of school libraries and reading in the last twelve years. In the 1977 the Institute For Educational Research developed a project to examine the state of reading in primary schools. Approximately 1200 class six students in a random sample of 54 schools were used. The results were similar to what we would likely find in our own countries.

a. Girls performed better on the test than boys.
b. Urban children performed better than rural children.
c. Children whose fathers were in professional and managerial positions performed considerably above average.
d. Socio-economic conditions affected reading abilities. Families that had gained a certain level of material wealth, car, radio, had books, magazines and newspapers in the home had a definite advantage.

There were a number of factors within the schools themselves that were important. One significant factor was the size of the library. Schools which had a collection of over 400 books produced much better readers. In only one school where there was no library were the test results good. The attitude of the teacher towards reading was also an important factor. Those teachers who encouraged children to read and who read to them appeared to have students who had a more positive attitude towards reading.

A survey questionnaire of primary and secondary libraries was conducted in 1978 by a Peach Corps worker in the Ministry of Education. The survey was sent to 750 schools and the response rate was sixty-seven percent. Although there seemed to be a strong interest in libraries two major problems faced the majority of primary schools, they were lack of finances and space, Ragni (1979). At that time the Ministry of Education provided $25,000.00 for library books to over 600 primary schools, and at fifteen cents per child, that represented nothing more than a token sum. If schools wanted to improve their collections they were forced to raise finances locally. Secondary schools were in a bit better condition. Approximately seventy-five percent of the schools had a separate room for the library and almost fifty percent of the schools had collections of 1000 volumes. Ragni (1979) states it would however be presumptuous to think all titles were up to date and well used by students and teachers.

In 1980 Elley and Mangubhai conducted a "Book Flood Project" in eight rural schools at the class four and five level. Sixteen classrooms in eight schools were involved. The schools were divided into three groups, the Shared Book Group, The Silent Reading Group and the Control Group. A total of two hundred and fifty new books were supplied to the classrooms through New Zealand aid. All students were pretested. The teachers in the four schools identified as the Shared Books Group were given a three day workshop using the method of sharing books with children. The schools in the Silent Reading Group were not given a workshop but were to encourage the children to read for a thirty minute period everyday. Time was set aside by replacing some of the regular formal English periods but they did not receive more time spent on English than the control groups in each school.

The results of the eight month project showed that:

a. Those classrooms which received books in the project clearly benefitted. The average pupil made one and a quarter year's progress in the eight months in reading comprehension and improved almost as much in listening skills and English structures. Growth in oral sentence structure, word recognition and written comprehension was marginally better than the control groups.

b. Having books in the classroom and being read to did improve the interest and attitudes of children towards reading.

c. The favourite stories popular in western traditions also proved to be popular with Fijian children.

In 1982, Ricketts did a study in three urban schools. Her hypothesis was that daily reading to children from interesting story books is a more effective way of improving their English language skills, particularly their reading, listening and comprehensive skills, than is the more formal method of teaching English. The schools Ricketts chose were "average" rather than privileged. Class five children were given the same pretest used in the Book Flood Programme. Teachers were to read stories aloud each day to the children in the experimental group during part of the time set aside for formal English. The control group did not hear any stories and continued on with their normal English lessons based on the regular programme. At the end of eight months the children were given a post test. The results were as one might expect. The experimental groups in the three schools showed an improvement of over three times greater in the reading test and over twice the improvement in listening skills than did the control groups. It is unfortunate that teachers and administrators in schools have not by and large done much to follow up the findings of these studies even though the studies have been given wide publicity. The Institute of Education has conducted workshops based on the findings of the two latter studies and FLA has done some workshops on reading as well, but old ideas "die hard" and new methods of tackling the problem find it particularly difficult to establish credibility.

What are some ideas and activities that we as teachers and teacher librarians might use in library programmes to improve levels of reading and more importantly instill a desire to read?

From my own experiences as both a classroom teacher and a teacher-librarian and from professional reading I have found that storytelling is an excellent way to encourage and involve students in writing and reading.

The experience of Jennings in the US (1981) enforces my own belief in the importance of storytelling as a means of interesting children in reading. He worked with twelve unusually difficult state wards, aged ten - to sixteen. These children had been abandoned, abused and rejected by society. Not only did he describe them as damaged people but they were damaging to be around. He stated that routinely and remorselessly they lied, stole, broke things, threw tantrums and abused each other both verbally and physically. Only three of the twelve could read simple materials at a class three level. After a year of little success in trying to teach them to read through more formal methods he started telling them stories orally. To his amazement he found they actually sat still and listened. Their interest had been caught and they asked for more. Jennings states that the step from oral stories to reading was not automatic nor was it an easy road but it did happen. From reading to writing the step was a slow and painful experience, but it too happened.

Children began to write their own stories, and they were published in the school magazine. One boy who in the beginning could not read or write, wrote a fourteen page story which he read to the class. They responded by asking him to write another one.

Much has been written in professional texts and journals on the value of storytelling for children. Chambers (1983) states:

> "As children listen to stories, verse, prose of all kinds, they unconsciously become familiar with rhythms and structures, the cadences and conventions of various forms of written language. They are learning how to "print sounds" how "to hear sounds" in their inner ear. Only through listening to words in print being spoken does anyone discover their colour, their life, their movement and drama."

Baker (1977) speaks of stories being a gift. Telling stories give listeners a sense of awareness and wonder, a reverence for life. She goes on to say that storytelling is a sharing experience, when the storyteller tells a story he shows his willingness to be vulnerable, to expose his feelings. It is an invitation to children to listen with open minds and hearts.

Shedlock (1951) believed that storytelling played an important role in the education of children because:

1. It gave what she called dramatic joy to children who all have a natural craving for acting.

2. She believed that storytellng helped to develop a sense of humor or a sense of proportion, a characteristic that we all enjoy in others.

3. A child's imagination develops and grows with the aid of storytelling. New words, new ideas and the ability to express ourselves is nurtured by imagination.

4. Storytelling helps children to understand the personal characteristics of people - both the good and the bad.

5. Storytelling teaches by example and not by didactic emphasis that some characteristics are not ones that we want to develop in ourselves nor do we want our friends to develop them.

Some fifty years later after Shedlock's first edition of The Art of the Storyteller, Norton (1985) said much the same thing when she wrote about the needs of children to develop an imagination and an understanding of traditions and customs. These can be accomplished with children through storytelling, she said.

To be a good storyteller one must have that intense urge to share with others what has already moved him, Sawyer (1970). She further states that the storyteller who is best remembered is the one who is alive and shows feeling, understanding and empathy with story characters and listeners. She aptly states, "one cannot kindle fires from burned out embers".

How does one learn to tell stories? The most important point which we all need to keep uppermost in mind is that there is no one way to tell a story. Each of us develops his own style. The great advantage of storytelling is that each teller develops a feeling of closeness with the listener because he is free form the printed word. The direct eye contact establishes a bond and one can never establish that same closeness through reading aloud to a group.

One must read widely and the more you read and immerse yourself in children's literature, the better you understand the importance of passing this heritage on to children. Folktales should be a part of every child's education. These crafted versions link our past with the present and the future. Without these tales we lose humanity's past and we have no path to guide us into the future.

If you are an inexperienced storyteller choose simple stories which do not involve too many characters, nor too complicated a plot. Stories like The Great Enormous Turnip, The Three Billy Goats Gruff, Millions of Cats, The Gingerbread Boy or The Princess and the Pea are all excellent examples of simple stories with fast moving plots that are easy to learn. As you gain experience and confidence you will find many stories that are longer and more involved will be easier to tell.

Always choose stories which you like and that you feel comfortable in telling. It is not possible to tell a story effectively and with conviction if it not to your liking. Once you have chosen your story read it over silently several times, fixing in your mind the background setting, the characters and sequence of events. don't set out to memorize the story instead tell it in your own words. There may be need to memorize a special or a particular turn of phrase which may not be able to be put into your own words as effectively as they have been stated in the story. Lastly, the use of your voice in the most important characteristic of a good storyteller, for it is through your voice that the story comes alive and makes a lasting impression on the listener.

Storytelling can be done in a variety of ways. You may tell the story orally without the aid of props, or you may wish to use a flannel board with cut-out characters. Some storytellers are adept at using puppets when they tell stories. If props are used they should be involved in a minor way so that they do not distract from the story itself. Some storytellers use a small table with a vase of flowers and the selection of story books they are going to use in the programme as a means of making the setting attractive. Many storytellers use the story hour candle as well. It serves two purposes: first it helps to create a quiet atmosphere since once it is lighted the children know they must be quiet and those who are may have their wish come true when the storyhour ends and the candle is blown out. Secondly, it gives an aesthetic touch that will help brighten the dullest room.

1. Storytelling and the activities that go with it are but the first step in getting children to read books on their own. Many stories which are told orally can be effectively dramatized. A dramatic presentation of the repetitive tale The Great Enormous Turnip is an excellent story to help children overcome language problems and a lack of self confidence.

2. Puppets can be made by the children to act out stories. Puppets are particularly helpful to the child who is shy or who may have a speech problem. Often the child becomes so involved with the puppet that his own problems are forgotten.

3. Stories can be taped and children can listen to them while following along with the book.

4. Children can create their own stories and act them out with puppets.

5. Artistic talent can be developed and nurtured by having children draw their favourite incident or character from the story.

6. Writing skills can be developed by having the students write one or two sentences about why they liked the story. Students should always have their work displayed.

7. In a number of workshops offered to teachers by the Institute of Education at the University of the South Pacific big books have been made. The making of big books is both a practical and rewarding experience. The first books that teachers made were replicas of Carle's Very Hungry Caterpillar and Munari's Zoo. Later teachers took local folktales and developed a set of pictures for the stories. In some schools teachers have had students create their own big books about their own experiences or experiences that have involved village life.

I have spoken about the importance of storytelling and the activities which you can carry out in connection with storytelling. This is not meant to suggest that reading aloud to children is not important. Pleasurable experiences in listening to stories being read aloud can create an interest in books that carries on through years of adolescence and adulthood, Sutherland, (1977). A good book well read brings responses from children who cannot enjoy and respond to the book on their own because their reading ability might not allow it. Research tells us that reading aloud to children improves their comprehension, their listening skills and their understanding of language. It behoves each of us to take the research seriously and put into practice that which so many of us preach.

Some of the best teachers of reading are librarians and the contributions we make to children's reading are invaluable. Teachers who teach the basics of reading and continually drill children in reading skills, run the risk of turning out a generation of children who can read but won't read. Librarians add another dimension by offering children opportunities to put their reading skills into practice and have fun while doing it.

There are many reading activities in which librarians and teachers can involve children, reading aloud to them is one of the best. Through it we can accomplish the following:

i. Develop better listening skills.

ii. Teach an appreciation of literature in its different genres.

iii. Broaden children's reading interests and perhaps more importantly because they are listening to a spoken language, they become more aware of the unique structure of written language.

iv. Students develop an awareness that reading can become a pleasurable pastime.

Daily reading for twenty to thirty minutes a day, each and every day will help students to widen their experience and develop new interests. By reading aloud to children we are not neglecting the curriculum, on the contrary, we are enhancing it by helping children develop life long learning skills. The reading process never stops - it goes on through our lifetime. The time has arrived for everyone, reading teachers, English teachers, teachers in the content areas of curriculum, like history, geography, science, etc., and librarians to cooperate in laying a strong foundation in teaching reading skills and above all else, in instilling the joy of reading in each and every child with whom we have contact.

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COMING OF AGE IN THE CARIBBEAN

Amy Robertson and Cherrell Robinson
University of the West Indies
Kingston, Jamaica WI

Coming of age is a universal phenomenon but the process and means by which the young person makes the transition to adulthood will differ according to the society in which he finds himself. In the Western world there is no single experience or ritual that clearly identifies the achievement of adult status, instead psychologists have identified a set of developmental tasks that they have recognized as essential for the adolescent to successfully accomplish before he/she matures into a balanced adult. These tasks involve establishing identity and status, gaining independence from parents, coming to terms with his/her own sexuality, developing a set of values to live by and choosing a vocation, among other things. In the Caribbean, young adult experiences differ in many ways from those of their counterparts in Europe, North America, and other continents, mainly because of the colonial experience that has resulted in a social milieu, which, while enriching the culture also intensifies the problems usually found by the young person at this stage of development.

In order to provide a better understanding of the nature of the social problems confronting the young person, a quick historical overview of these countries will be given. The Caribbean islands as well as Guyana and Belize are scattered between North and South America and are hardly visible on the average world map. The discovery of most of them was credited to Christopher Columbus in the 15th century, and at various stages of their history they were conquered and occupied by different European powers, namely the Dutch, Spanish, French, and English. Many wars were fought over these territories because of the goods they supplied to the colonial powers. Several islands changed hands many times which accounts for the mixture of French, Dutch, English and Spanish dialects still spoken in these countries.

The stories of four girls growing into adolescence in separate English speaking territories - Trinidad and Tobago, Belize, Antigua, and Jamaica may answer some of the questions posed by reluctant host region. They might want to know why West Indians wish to migrate from their sunny carefree islands to the cold harsh climate of North

America or Europe, why some of them have such difficulties with Standard English, and why some of them experience difficulties in socially adjusting to their new society. They are usually also curious about the cultural differences that seem to be a mixture of African and European beliefs and practices that have become something uniquely Caribbean. While straightforward, factual answers to some of these topics can be gained from informational books, literature is a more powerful vehicle for gaining insight into the realities and nuances of the life of a people. Therefore the following titles were chosen to produce a brief introduction of life in the Caribbean as it relates to the adolescent experience from the female point of view. In doing so the writers hope to attempt to bridge the gap between nations and cultures from a Caribbean perspective.

The island territories, and Belize or, the Central American mainland share a common culture and traditions, though their geography and natural resources differ quite significantly. Indigenous populations have all but disappeared. Africa and India are the most highly represented racial groups, for example, the African and Indian elements of the population of Trinidad and Tobago were estimated to be 41% each in 1988. Control of the economy however remains in the hand of white minorities and the fairer mixtures of the population. These countries of the Caribbean with their legacy of slave societies know this only too well. Stereotypes of non-whites immortalized in English books as primitive types with low socio-economic status are discriminated against both home and abroad. Being told for so long that the European way of life is superior to all others it is not surprising that the overwhelming Black or Indian population face a serious identity crisis with the resultant self-hate and confusion as they try to aspire towards unrealistic and sometimes irrelevant goals. A bitter quote known for generations is "If you are white, you are alright, brown stick around, black stand back". This reflects some of the contradictions faced by countries where the population is predominantly Black with a mixture of shades caused by the many different groups intermerging.

It is against the background of these contradictions, ambitions, hopes, fears and shifting perceptions that the works are set. They share a "penetrating" and even "relentless" quality which has secured them world acclaim. The growth of feminism and nationhood on the one hand, enlightened publishing policies and development of criticism on the other, are largely responsible for the fact that a significant body of Caribbean literature originating in the region exists and is studied at every level of the education continuum. The theme of growing up in the Caribbean has been explored in several works, one of the earliest and most famous being that of Barbadian, George Lamming In the Castle of my Skin, which takes a penetrative look at what it means to grow up black in a colonized society and the struggle to find one's identity. Others followed but were written primarily from the male perspective. The books to be discussed are written by four young Caribbean women writing from 'inside' and addressing their own people. Understanding of oneself demands understanding of others. Their frankness is brutal, their autobiographical truth unassailable as they explore the themes of race, colour, class family ties, socio-economic status and the colonial condition in the perennial search for a West Indian identity. Their works and those of other writers in the Caribbean can provide a bridge to multicultural awareness.

The first novel being discussed here is Hodge's Crick Crack Monkey, set in Trinidad and first published twenty years ago. Cynthia, nicknamed Tee is the central character who with her brother Toddan move in the two worlds of her father's aunt Tantie, and her deceased mother's sister Beatrice. Her father migrates to England after her mother dies in childbirth, and the two relatives constantly fight for guardianship of the children. Tantie is lower class, earthy, garrulous, outspoken, not sparing of expletives, and entirely true to herself. sShe is childless, in a world where childlessness is not acceptable. Beatrice wants to bring up her niece in the newly emergent middle class household she has created. It is a house unsure of itself, and full of pretensions. Post colonial education is represented in a bad light from the earliest description of the indignities of getting into that first school, to the coveted high school place, we get a picture of prejudice, irrelevance of curriculum and language, non-professionalism, and a general destruction of selfhood and creativity.

Tee as narrator oscillates between the warm, uninhibited, boisterous, unprejudiced world of Tantie, where she lives before getting a scholarship to high school and the pseudo genteel, narrow and mean household of Beatrice. She develops feelings of ambivalence and expresses herself as bitterly resenting Tantie for not letting Beatrice bring her up but also feels ashamed of thinking such thoughts about her bold and generous Tantie. So persuasive is the influence of the foreign elements of school life that Tee conjures up a double, Helen, whose daily life she fantasizes. Unhappy and confused between the values of the two households, she is relieved to be able to join her father in England.

Some of the worst elements of shade, colour, and race prejudice which came out of miscegenation in slave societies are expressed by Beatrice who for example dismisses the wedding of Moonie (East Indian) to which Tee was invited as "that coolie affair" and forbad her to go. Jessica, her least loved daughter, is accused of having no ambition to which Jessica replied that Sister Columba did not like her, "and they only pick the fair girls anyway." Beatrice's answer was "Look my girl, is not any fault of mine that you are dark; you just have to take one look at me and you will see that! .... But the darker you are the harder you have to try ...." And a description of her younger sister by Bernadette is "Oh the nice one is Carol, the fair skin one; and the other one is Jessica." Tee herself was referred to as "some lil relative Mommer found up in the country", but surely the piece de resistance is offered by Mrs. Harper the laundress, about Roger Hernandez (note Spanish name) who Beatrice and her daughters are ogling. Roger's mother is referred to as "the lil Panol prostitute down in the Place-Sainte who had a chile o'every breed God make and couldn't tell you which Yankee sailorman she make the pissing tail runt for", adding "what these people wouln't scrape-up outa the rubbish truck to sharpen they grandchirren nose, eh." This of course is a direct reference to the sought after European features.

Throughout the novel, child and adult vision coalesce. Much that is not seen through Tee's eyes is intimated. For example, the non-effectiveness of male in that household as seen in the shadowy ineffective presence of Norman, Beatrice's husband. As for the husband of the formidable grandma, his only representation is an old jacket. This is typical portrayal of the male as ineffective in a matrifocal society believed by many to be created by the practice during slavery to break up family units. Men were frequently used only as studs, so much of the parenting was left to the mother or other female relatives. Consequently, even in the post colonial society the women are still the dominant household heads. Reference has already been made to the destructiveness of schooling. This is implicit in the simpering "curry favour" history teacher Mrs. Wattman. Her remark to Tee earlier was, "You are one of those who will never get far", yet she drools all over her when she hears that Tee's father is in England and she will join him there. Tantie (with help from her glass of rum) sees her "chirren going unto the golden gates," as well as, "being sent into the cold for what to do?" For Tee whose life was changing since she had "moved up," the plane could not bear her away quickly enough. One can well imagine the effect the "mother country" England will have on this young girl so confused about her own identity, and now having to face racial prejudice and a whole new set of problems and other strange experiences relating to immigrants.

Zee Edgell's Beka Lamb is set in Belize, 9,000 miles of territory on the Caribbean Coast of Central America. Its sparse population of 176,000 mostly live on the coast and consists of a complex racial and cultural mixture. English is the official language although many other languages are spoken. The Belizean creole used in the dialogue is the language of most of the people. The main groups are the Afro-Belizean Creoles, Hispano-Belizean Mestizos or Panias, Europeans (Backras), Black Caribs, Maya Amerindians, Lebanese, East Indians and intermixtures of all these groups. A recent addition is the Salvadorean refugees fleeing from civil war. Belize lives in constant threat to its sovereignty, since it is claimed by Guatemala situated to the West and the South, and only gained her independence from Britain in 1981 at which time the colonial name of British Honduras was rejected. In the present context of multi-cultural awareness and ethnicity, it is sometimes forgotten that very small states can be microcosms of metropolitan counterparts. The story takes place in the fifties when many West Indian territories began to demand more say in their own affairs. Political action therefore runs through the work as does the constant recrimination against neglect and poverty, run down institutions, starvation wages, and general exploitation by the colonial powers. However, it is school, that instrument of upward mobility, which provides the arena for Bek's development into responsible adolescence. St. Cecelia's Academy presided over by American nuns giving London examinations, like other foreign dominated education institutions, taught students little of their own culture. The author here uses every occasion to have Beka's family and others speak of their culture and history, and the things they did in the old days in an effort to counteract the emptiness perpetuated by the education system. Later in the story when Beka decides to go away after graduation, her granny Ivy is irate and says "All these schools around here teach children to do is to look outside instead of in. One day you will realize that everyone's own home is paradise." Despite the criticisms, school was expected to transform Beka from a 'flat rate Belize creole into someone with a high mind', someone who, in Granny Ivy's words, could learn more Spanish and be the first black girl to work in a bank.

Beka's story is closely interwoven with her friend Toycie who is 17. Bright, hardworking, and talented, Toycie is raised by her aunt Eila (childless), who dedicates her life to giving her a good education. Abandoned at age two by her mother who migrates to USA, marries and promptly forgets her, Toycie is also unclaimed by any father and is typical of thousands who in seeking male affection, and ignorant of their bodies, fall prey to teenage pregnancy. No support comes from the boy nor his family, his is 'pania' and she is 'creole'. The pleadings of Beka's father and Toycie's aunt to the Convent to give her a chance to return to school after going away to have the baby, are ignored. Toycie is thrown out of school, loses the baby, becomes insane and dies in a rainstorm out in the country where her aunt has taken her to recuperate. The expectations of the Church here do not bear reality to the society where unmarried mothers are accepted especially in the creole culture. Instead, there is disorientation and confusion when students are made to conform to norms not expected at home. The clash of the two cultures has destroyed many a student with Toycie as its latest victim. Nevertheless, Sister Gabriela represents the best of the many expatriates who have had a positive influence on the students they taught as she encourages Beka to come to terms with the two cultures and make a successful life for herself.

Beka is fortunate to enjoy a good family life, she has a father who is positive, hard-working and supportive, a mother who though not allowed to finish her secondary education uses whatever knowledge she had to help her. Her grandmother took an active part in the politics she thought could help the country to develop for the betterment of its people as they seek their independence. The family encourages, cajoles, disciplines and inspires Beka to make good use of her schooling, to be herself and not to be a phony. This is not surprising since in these countries education is considered to be the major means of social mobility. Sister Gabriela by browbeating her into writing an essay about the coming of the Order of the Sisters of Charity to her country gives her knowledge. Winning the contest was a new experience for the creole's who were coming into their own, as was their country. Beka uses Toycie's misfortune as a means of strengthening her own resolve to succeed. Through Beka's family life and her struggle to come to terms with the world, we gain insights into some of the forces that shaped the development of post-colonial Caribbean society as they moved towards independence.

The author of the next novel Annie John is an Antiguan who, like many West Indian authors, lives abroad. Jamaica Kincaid, a staff writer for the New Yorker has been acclaimed as 'a stunning writer, mature and original' (Houston Chronicle), other claims -

'Kincaid reawakens the child in the adult reader' (Boston Herald) "Everything she writes about her childhood in Antigua has a newminted ring to it" (Christian Science Monitor).

The novel comprises a series of personal and private episodes linked by home and school, self-contained and without overtone of race and class. It is an intense study of a mother/child relationship which at adolescence turns into resentment and estrangement. Mother and daughter are constantly engaged in a battle for power and the mother is constantly outwitted by her brilliant headstrong daughter called 'one of the most charming and willful characters in modern fiction' (Cleveland Plain Dealer). A good example is Annie's reaction to her mother's tale of carrying a basket of food in which a snake had concealed itself on her head (pg. 70). The love and pity she said she felt for her mother at this tale, softened her intention not to reveal the hiding place of her forbidden stack of marbles. When she realized that the tale was told to elicit this information from her however, she matched her mother's own treacherous voice and continued to deny that she owned marbles. The scenes and setting evoked through-out the work, come exclusively from the author's childhood experiences. Caribbean people would recognize the conditions and lifestyle: the breadfruit trees, bleaching stones, obeah cures, superstitions, striving for gentility. They reflect, to a greater extent, relics of their African past. Being an only child herself up to nine years old, the closeness and protectiveness of Annie John's mother is a well known feature of Caribbean life, where generally the onus of responsibility for bringing up the children falls on the woman. There is no absence of strong male presence here, because her father Alexander was a good man devoted to his wife and child, happy and successful in his work as a carpenter and his devotion and gentleness were clearly shown during Annie's three month period of illness. But as far as the mother/child relationship was concerned, Annie obviously resented the separation that adolescence forced on her. No more dresses of the same cloth, no more foraging in the family trunk, now going off to learn one thing or another and her mother turning her back in disapproval when she behaved badly at the music teacher's. In fact this "young lady business" as she called it, was upsetting especially when her mother made references to Annie having her own house some day. The thought of living apart hurt. In Annie's words "That the day might actually come when we would live apart, I had never believed."

After going to secondary school at twelve, Annie's resentment manifested itself in defying her mother, lying, keeping friends her mother would not approve of , for example, The Red girl whose unhibited lifestyle was in direct contrast to her own and bitterly envied. Annie's growing up embraced the gamut of adolescence experiences - the wavering between dependence on her mother and wanting to be on her own, the outright rebellion as she tries to establish her own identity separate and apart from her parents, and her growing sense of self and identity. At seventeen, tired of the restrictions of her family and country she decided to go to England to become a nurse, a course followed by hundreds of Caribbean women. Annie is on her way to become her own person.

Kincaid writes with complete candor and detachment. Her characters are believable and Annie John's adolescent feelings realistically portrayed. Whether the author is describing the ministrations of the obeahwoman, the spite of her mother to childless women, the two fishermen who share everything including the same woman, or the death of the adored Uncle Johnnie, we catch a glimpse of a very rare talent.

The final work considered is Oliver Senior's Summer Lightening and Other Stories, winner of the Commonwealth Prize for fiction in 1987. Mostly set in the forties and fifties, the stories take place in the mountainous part of rural Jamaica, and are told mostly from the perspective of the young. Village life in all its aspects - behavior, beliefs, practices, is superbly described in the 'nation language' as the indigenous language is now being called. Senior is steeped in the oral tradition almost the only communication she knew in that isolated rural setting where she grew up. Anancy stories, duppy stories, African beliefs and customs, superstitions, 'science' as in obeah, are carefully interwoven into the stories to make them real in the cultural heritage of the common people. A lonely and isolated child bewildered by the adult world is at the heart of these stories. Beccka and Lenora, central characters in Do Angels Wear Brassieres? and Ballad are such. These girls are naturally intelligent in addition to being "facety and forceripe" (precocious). Senior's own background is mirrored although she claims the stories are not autobiographical. She is herself mixed racially and socially, a product of two worlds living first with her parents in a backward village with strong African cleavages, where their light-skin did not matter as they were part of the village, and later with her mother's relatives, landed gentry, embracing European values, eschewing all things African. Other influences in village life which Senior sees as largely ignored in Caribbean Literature come form early migration of Caribbean people to parts of Latin and Central American, Cuba, Panama, Costa Rica, and to the USA. The presence of East Indians and a lesser number of Chinese add to the richness of village life.

The story being discussed is Ballad. It echoes the theme of alienation. Lenora is an 'outside' child of Mass George, whose wife MeMa takes her, in Lenora's words "from I small and raise me up in her home because she say she couldn't stand the embarrassment that it cause with her Church sister and all to see me a barstard round the place." "I know she don't love me like her own children." Lenora's rightful mother, poor and with a growing brood of children has never come to see how she has grown, or sent her anything. Lenora is a bright student encouraged both by the local teacher, and her special friend Miss Rilla to take the scholarship for high school so that she can become a teacher or a nurse. MeMa, who is jealous of Lenora's academic ability superior to that of her own children, belittles her at every opportunity, advising her to learn sewing, remain at home to take care of her parents and forget the books. Her own children who she describes as having 'good coloration' would get jobs in stores where 'natty head pickeney' like Lenora would not be acceptable. During one tirade, she referred to Lenora as dark, red, black, bemoaning the fact that no nice man would want her for a wife as they were looking for a wife with good coloration so they can raise the colour.

Lenora confesses to be 'confuse, confuse' because if she gets the scholarship MeMa will be vexed and not offer her any support, her father like many others 'dont business'. Lenora herself fears that even if she goes to high school and studies, all the people at the bank still have fair skin and good hair and if she does not want to teach she does not know if she could get work elsewhere.

Into Lenora's unhappy life comes Miss Rilla (childless) who "loves her because she don't have no other children to love." Warm, compassionate and kind Miss Rilla tries to answer the question Lenora cannot ask her stepmother, encourages her to study, meet a good man and marry. But Miss Rilla has a past, and the women, especially MeMa, sees no good in her. They envy her sensuality and her good fortune to be living with Poppa D, a substantial and well respected man. MeMa thinks she is the main sinner in Jamaica, she did not even go to Church. But Lenora sees some mysterious quality in her and even uses her as the essay subject of 'the most unforgettable character she had met', unfortunately not accepted by the teacher. Lenora admired her laugh "belly laugh" like the men, her pleasant teasing ways, how happy she made Poppa D, in short everything about her. Miss Rilla used to say "Love bloom on her doorstep." Lenora concludes that it was because Miss Rilla "free and easy and happy and like to laugh and tease people plenty and everybody else round here hard and miserable and that's why they hate her so." The author sees poverty and the embrace of fundamental religion as the reasons for the "hard and miserable" condition of many poor people. The story is Lenora's lament for Miss Rilla who dies very suddenly on the way to market. Her confusion and loss, her refusal to accept all the negative views of Miss Rilla, her loyalty and firm conviction that her friend could not be in the hell where the women would have her go but in heaven where St. Peter took her in to brighten the place. Lenora is sure she is living the same kind of life up there, baking sweet things, teasing and laughing with the little children in heaven, looking pretty like Missis Queen in her red dress, though everybody was supposed to be white. In the end Lenora is caught between MeMa's and Teacher's values and expresses her own views that laughter and happiness, qualities exhibited by Miss Rilla, could be preferable to the achievement education would ensure.

Another story which is relevant to this paper touches on the rejection of an illegitimate child by her father in Bright Thursdays. Laura is the daughter of a poor working class mother Myrtle and a father Bertram referred to by Myrtle as "Mr. Bertram a young man of high estate." She is reluctantly taken into the household of her father's parents after years of rejection both by him and her grand-parents, but is only acknowledged as an adoption. As she adjusts to the new way of life in the middle class home, her father who has married 'white' and lives abroad comes home for a holiday. Laura anticipates that at last she will be acknowledged and her father will make up for his years of neglect. In trying to make him aware of her she wondered how one behaves with a father. She had no experience of this as there were so few fathers among all the people she knew.

Her fantasies are cruelly destroyed when her father comes, briefly acknowledges her and refers to her as "a bloody little bastard." The pain and disappointment are almost unbearable and she withdraws into herself - her spirit wounded. Such an experience is not unfamiliar to the Caribbean child who very often is born out of wedlock and yearns for parental acceptance and a sense of security and belonging. As a result of this lack many develop poor self esteem and a negative self-image which thwart their development as well rounded personalities.

The themes explored in this paper are threads in the composition of identity both personal and collective. There is a very significant link made through the work of Marcus Mosiah Garvey, an eminent Pan Africanist of Jamaican origin. Garvey in his prolific writings exposes the dilemmas of cultural and racial identity a well as the psychological confusion about the dynamics of power. He "linked the Caribbean, America, and Africa in a vision that would see all black people working together to determine their own destiny." Garvey projected beyond the African Diaspora, in fact his message was universal. Garvey's ideas however remain outside of the educational and media institutions which could influence the strengthening of the Caribbean identity explored in this paper. The ambivalence about race, class and gender persists and if we do not grapple with these issues some of the problems raised by the paper will be perpetuated. We can link with other nations plagued by notions of ethnic and minority inferiority and subordination to European ideals to create a true multicultural world.

BRIDGING THE DIFFERENCES: TAMING TELECONFERENCING TECHNOLOGY TO CREATE EQUAL OPPORTUNITIES IN AUSTRALIAN SCHOOL LIBRARIES

Lyn Rushby and Paul Lupton
Brisbane College of Advanced Education
Queensland, Australia

> 'Welcome on Board everyone. This is Siegy in Innisfail. Hope you're all sitting comfortably and have had your tea because the agenda's a long one tonight. Bet the mob in Bundaberg have a good bottle of red nearby. Let's have a roll call before we get this month's SLAQ Council meeting underway. And speak up. It's really pouring with rain here, as usual.'
>
> 'Sue here at Mount Isa. Send some rain out, Siegy. We could do with it.'
>
> 'Liz in Cairns here. I've got Lesley, Barbara and Annette with me tonight. You can have some of our rain, Sue. Swap you for some sunshine. But you can keep the heat - we've got stacks.'
>
> 'OK you guys. Must be my turn now. This is Karen in Blackwater and the weather here today was beautiful. Come on out.'
>
> 'This is Judy with Peter Smith in Townsville. We're having trouble hearing some of you. Could you speak up please?'
>
> 'Linda and Mary at Warwick here. On the topic of weather, the nights are becoming quite chilly.'
>
> 'Lucky you. It's still hot here in Mackay. Oh - Val, Steve and Allison here.'
>
> 'It's Pam in Rockhampton, on my own tonight. It's been dry for ages. Can everybody hear me?'
>
> 'Loud and clear in Bundaberg. Pat picked the red, so it's a goodie. Ann and Byron are on line too.'
>
> 'Merewyn here. Apologies from Chris. The conference planning's keeping her busy. The weather in Buderim is perfect as usual.'
>
> 'Paul here with the gang in Brisbane. Around the table we've got Helen, Jocelyn, Silvea, Janice, Jan and Len. Back to you Siegy. Let's get this show on the road. Oh, before I forget, the stars are shining and we don't want your rain.'

And there we have a practical demonstration of the taming of audio teleconference technology, using telephones, to bridge differences, differences here relating to distance and isolation amongst Councillors of the School Library Association of Queensland (SLAQ).

What is teleconferencing?

Teleconferencing involves communication between two or more individuals or groups using some kind of electronic device. A range of possibilities is available and can include the following:

* Audio teleconferencing

Conventional telephone equipment or loudspeaker telephones can be linked by the telephone operator or by an individual using a teleconference bridge. This link enables individuals and groups to communicate orally over any distance. This is a relatively inexpensive and flexible form of teleconferencing and is commonly used.

* Enhance audio teleconferencing

This involves supplementing the interactive audio teleconference (as above) with graphics that are transmitted via conventional telephone lines. Examples of audiographics include facsimile and slow scan or freeze frame video.

* Video teleconferencing

This usually involves one-way video transmitted from a single site combined with two-way interactive audio. During these transmissions participants are able to communicate as in an audio teleconference and can therefore respond to the content of the program as it is broadcast. Because of the complexity of the equipment and communication expenses involved this method is currently not as widespread as audio teleconferencing.

* Computer telecommunicating

Computers are linked through a telephone system by the use of a modem that converts computer signals to sound frequencies and vice versa. Communication software packages are also required as is a like-minded computer with which to communicate.

As a Case study approach will be taken, it is the intention of the authors of this paper to deal in detail with the methods of audio and video teleconferencing only. The successful implementation of these methods will be illustrated by tracing their use by the School Library Association of Queensland from 1983 to the present.

School Library Association of Queensland

Australia is a federation of six states and two territories. Each of these has a state professional association concerned with the promotion of school libraries and their services in the government and private sectors. The Australian School Library Association is the national body.

The School Library Association of Queensland (SLAQ) was formed in 1969 following the introduction of funding for school library facilities and resources and the training of professional staff, teacher-librarians. (There are experienced teachers who gain further tertiary qualifications centering on resource management.) SLAQ's main aim is the provision of optimum opportunities for students to obtain the skills of independent life-long learning through the critical use of resources.

The Association has two branches, one in the capital, Brisbane, in the South-east of the state and one in Townsville, midway along the coast, with a sub-branch at Toowoomba inland from Brisbane. Members of SLAQ are drawn from all over Queensland with others interstate and overseas. The majority of members are qualified teacher-librarians. Country councillors, with an executive of five, handle the running of the Association. As they are widely dispersed, these members communicate regularly by audio teleconference. At the Association's biennial state conference they have the opportunity to meet face-to-face as well.

Why does SLAQ use teleconferencing?

Since 1983, SLAQ has used teleconferencing for administrative purposes (audio) and for continuing professional development activities (audio and video). Other functions of teleconferences not utilized by SLAQ include teletutorials, telelectures, telepanels and teleinterviews.

It was decided to; use teleconferencing for the following reasons:

* spread of membership over vast distances;
* more cost effective for the Association's budget than face-to-face;
* importance of keeping members professionally up-to-date;
* responsibility to provide equity of access to inservice programs;
* interactive nature of teleconferencing stimulates discussion and originality of ideas;
* possibility of prompt feedback;
* general availability of audio and video receiving equipment across the state;
* greater involvement in decision-making and resultant sharing of workload;
* increases the possibility of participation of members statewide;
* reduces travel and accommodation costs for individual members;
* audio can originate from any point;
* ease of use of receiving equipment; and

- effective method to employ strategies that cater for the needs of adult learners.

SLAQ's decisions to use audio or video teleconferencing were made on the basis of need and purpose of specific activities. The Association also communicates with members through the distribution of state newsletter, national journals and special function pamphlets. As well, continuing professional development programs, that require personal attendance, are organized for members in their local area.

The paper will now examine the particular formats and models employed by SLAQ in using teleconferencing for administrative purposes and for continuing professional development activities. Case studies will illustrate these techniques.

Strategies for conducting audio teleconference meetings

The following are some points that need to be taken into consideration when arranging a telemeeting:

- sufficient lead time to ensure participants will be available and prepared;
- participants to supply phone number beforehand;
- agenda and support papers supplied to participants in sufficient time;
- booking of teleconference call the day before;
- originating centre has two phone lines available, one for the telemeeting and the other for emergency contact;
- chairperson requires a list of all participants and their locations to ensure all contribute to the meeting;
- secretary carries out their duties as normal;
- procedures for the meeting should be agreed to at the commencement of the link up;
- on line time will be saved when delegates have decided positions on agenda items beforehand at a local meeting; and
- imposed time limits on agenda items may sometimes be necessary.

The Association has found this method of conducting meetings to be efficient and effective. The wider involvement of the membership has resulted in a greater commitment to the aims of the organization. Other state and national bodies have since adopted this mode for administration and communication.

Case study: SLAQ Country Council Meeting

Description

SLAQ's 400 members are represented in decision-making processes by Country Councillors and an Executive drawn from across the state. Prior to 1986 decisions were taken by the executive only via postal communication and individual telephone contact, with most of the Executive being located in Brisbane. With the introduction of Country Councillors and the dispersal of the Executive around the state an improved means of communication was necessary.

Audio teleconferencing and electronic mail were seen as the answer. Facsimile machines now fulfill urgent print communication needs.

Timing

Country Council meets approximately every six weeks, depending on school holiday periods. The meetings commence at 7:30 pm and last for one and a half hours.

Configuration / links

The call is originated in Brisbane using Conferlink, the national telephone teleconferencing service that can connect up to 60 phone lines simultaneously. This links Councillors and Executive in a possible 19 centres as follows:

- Warwick
- Buderim
- Rockhampton
- Mackay
- Innisfail
- Allora
- Gympie
- Emerald
- Ingham
- Cairns
- Roma
- Bundaberg
- Blackwater
- Townsville
- Thursday Island
- Brisbane
- Kingaroy
- Longreach
- Mount Isa

Currently the President is in Innisfail, the Vice-president and Secretary in Mackay and the Treasurer in Brisbane. Participants in the telemeeting may be gathered in groups at centres using loudspeaker phones or may be in their homes using a handset.

Pre-meeting arrangements

An agenda, minutes and supporting papers are mailed or faxed to participants prior to the telemeeting. Contact phone numbers are communicated to the Brisbane centre by the day before the meeting for booking with Conferlink. The President normally contacts each participant for additional agenda items.

The meeting

The Conferlink operator connects all parties in time for a 7:30 pm start. The entire telemeeting is monitored by computer to alert the operator or any problems.

After all centres have been joined in, the following procedure is observed - roll call by the President, updating of agenda and agreement on probable length of time for particular agenda items. Items requiring the attention of only a small number of participants are usually set aside for a separate subcommittee telemeeting, thus allowing more discussion time of items that involve all. Normal meeting procedures then follow.

Post-meeting action

Minutes of the meeting are distributed and the required action is taken. Payment is made for the teleconference call when the Treasurer is notified of the cost.

A model for inservice teleconference programs

To ensure optimum use of the medium and maximum participation by subscribers, a model was developed by Dr. Roy Lundin and Dr. Anne Russell, members of the Association's Teleconference Committee, henceforth known by the acronym TeleSLAQ. The teleconference inservice programs are:

1. Planning and preparation

In response to expressed needs, a committee takes on the responsibility of design and implementation of the activity. This lengthy process would include such decisions as format, timing, resource personnel, publicity, costing, venue and equipment bookings, participant support materials, evaluation procedures, registration details, technical arrangements, and instructions for convenors at receiving centres.

2. Advance organizers

Prior to the date of the program, subscribers are forwarded materials relevant to the program's content. This might include a booklet containing an outline of the program, introduction to the resource people, pre-readings and instructions to facilitate use of the medium. Receiving centre convenors are sent further materials to enable the smooth running of the program at their locality.

3. Pre-teleconference discussion

Subscribers meet at their centre an hour before the live teleconference to discuss issues and formulate questions for use during the program. As a stimulus for the discussion, the centre convenor might play an audio or videotape which is a component of the program package.

4. Teleconference

Each centre is linked to the originating centre for one to two hours. The program might include live segments presenting resource people, prerecorded segments, interactive question times or participatory segments from each centre.

5. Post-teleconference session

To build on the learning experience, groups at each centre meet for a further hour. Follow-up activities might include discussion of program content, formulation of an action plan or program evaluation.

6. Outreach service

For members others who could not subscribe to the program a package is made available for purchase. This generally consists of the program's support print material and a recorded copy of the live teleconference.

7. Program evaluation

The organizing committee evaluates the success of the program content and design by reviewing subscribers' comments and takes these into consideration when planning further programs. The technical aspects of the program are evaluated as well.

[In 1990, SLAQ's sixth series of inservice teleconference programs are going to air. This longevity is testimony, in part, to the reliability of the model.]

Case study: TeleSLAQ interactive video teleconference inservice program

TeleSLAQ series

In 1983 the first series of SLAQ's interactive continuing professional development audio teleconferences for teacher-librarians was introduced. The objectives of the TeleSLAQ series are summarized as follows:

- to provide inservice for teacher-librarians by updating their knowledge through interaction with administrators and specialists in the field;
- to bring SLAQ to its members so they can participate in its work and take more initiative and responsibility for their own professional and inservice affairs;
- to develop a model any professional group can use to unite a dispersed membership;

- to practice basic methods in distance communication that can be applied to the use of the domestic satellite which will have potential for inservice through distance education.

In 1986 the audio series of programs was augmented by the addition of video teleconference inservice programs through the use of a commercial television network's facilities. The program was telecast to a limited number of their studios around the state. In 1987 the TeleSLAQ video teleconferences were broadcast using AUSSAT (Australia's first communication satellite). This was more widely dispersed as anyone with a satellite receiving dish could participate and interact using the phone.

Face to face: Talking to Australian authors and illustrators

This program was the third interactive video teleconference to use AUSSAT. Its aim was to present a 'behind the scenes' view of Australian childrens authors and illustrators at work. The program was designed to run for three and a half hours for an audience of teacher-librarians , teachers, librarians and other interested individuals.

1. Planning and preparation

Three months prior to the program going to air the TeleSLAQ Committee began work on the project. This work included discussions on the objectives, design and content of the program; contacting resource personnel seeking their involvement; arranging for teacher-librarians in country areas to interview and video local authors and illustrators; organizing the prerecording of video segments of Brisbane-based resource personnel; booking studio facilities and satellite time; researching, compiling material and printing the support booklet; distributing publicity material and registration brochures to 2000 schools statewide; preparing a kit for centre convenors; and planning the timing and technical aspects of the program.

During the fortnight before the program was broadcast a detailed running sheet was prepared by the producer showing the program sequence, technical details and timing of each segment; the studio link for the interactive phone segments was trialled; resource people were rehearsed for live segments; presenters' roles were clarified and practiced; and props and backdrops were finalized.

2. Advance organizers

Participants were mailed their support booklet and information regarding their centre convenor, venue and program times. The centre convenors were also mailed instructions advising them to check the venue, to familiarize themselves with the operation of equipment, to arrange refreshments and coordinate the pre- and post-teleconference activities.

3. Pre-teleconference discussion

An hour beforehand, on a Sunday morning at 10:00 am, participants met at 23 centres around the state. In this hour they formulated questions that were to be put to the resource personnel on air. The support booklet contained information about the individual authors and illustrators; an historical overview of Australian childrens books; advice on the organization of successful author and illustrator tours and workshops; a relevant bibliography; and simple art techniques children could use to illustrate their own texts.

The centre convenor organized participants into twos, then fours, then eights, in a process designed to refine the group's questions and place them in priority order. A spokesperson was chosen to address these questions to the resource personnel during the interactive segments of the program.

4. Teleconference

The program was broadcast from 11:00 am to 12:30 pm. The content covered various segments where the historical perspective of Australian childrens literature was examined; where prerecorded sessions revealed authors and illustrators at work in their own environments; where illustrators demonstrated their techniques live in the studio; where children spoke about their own picture books; where teacher-librarians discussed how they successfully arranged author and illustrator visits and workshops; and where participants interacted via the telephone with resource personnel in the studio or on line. A good time was had by all, including the presenters, the studio crew and Hugh Calyptus, the stuffed koala.

5. Post-teleconference session

Following the teleconference, participants at each centre completed an evaluation sheet, formulated an action plan for follow-up activities in their local area and discussed ways to use the material and ideas in their own schools. Centre convenors later forwarded the evaluation forms to the TeleSLAQ Committee and also their general impression of each group's reaction and suggestions for improvement.

The support material and videotape of the program were later packaged and made available for purchase.

6. Program evaluation and follow-up

The TeleSLAQ Committee met two weeks after the program to review the evaluation forms and compile a summary of points raised for consideration in the formulation of the next program. The success of the promotional material in attracting participants and the suitability of resource personnel were also assessed. Costing of future programs was considered as well. The general impression the committee received regarding the applicability of the program to the audience was very positive.

Conclusion

Audio and video teleconferencing has changed the face of the School Library Association of Queensland by revitalising a once fragmented group of individuals into a strong and vigorous unit. The communication and participation made possible by teleconferencing for administrative or professional development needs has resulted in a school library network where distance presents no barrier. The theme of our last state conference sums this up - 'Forging links, strengthening bonds'.

This paper concludes as it began and as it should be, with our member communicating via the evaluation sheets:

> 'I found the program stimulating. The children's work was inspirational.'
> 'The segments would make great teaching tools.'
> 'The idea of showing authors/illustrators in their home/working environs was good.'
> 'Well done! Loved the Aussie Picnic.' Needed some galvanized iron and barbed wire. Good variety.'
>
> 'Len and Barbara did very well. Paul should get a Logie Award for coping with the flying animals at the end.'
>
> 'Very useful, especially from an artist's point of view.'
>
> 'Congratulations on this TeleSLAQ Program. I must admit that prior to this year I had grown weary of all of the marvelous things happening in Brisbane. Sufficiently so, that I was convinced that somewhere along the line I had missed the demise of SLAQ and the rise of SLAB (School Library Association of Brisbane). One ended up becoming quite peeved and taking their Dewey and AACR2 and going home. Thank you for the turn around. I now willing enclose my membership.'

* * * * *

(The writers of this paper are indebted to Dr. Roy Lundin and Dr. Anne Russell of the Queensland University of Technology for their pioneering work in the field of educational applications for teleconferencing and for their comprehensive handbook on interactive audio teleconferencing.)

[At the end of this presentation a successful teleconference was held between IASL participants and librarians in Queensland.]

GIVING LIFE TO KNOWLEDGE

Birgith Siberg
Public Library
Kinna, Sweden

Background

Individuals are unique and have their own personalities. They gather knowledge and experience in accordance with their own characteristics. Young people of today bring their expectations, personalities and experience to our schools, and we meet them with ready-made textbooks and exercises that sometimes have no or very little connection to the outside world.

In the world of knowledge there are different traditions. Mostly the scientific tradition dominates in our classrooms: the teacher instructs and checks learning, the pupil starts from nill. Another way to look at this can be called the human behavioral tradition, where the pupil is active, seeking knowledge, developing his/her language skills, while the teacher is more like a guide who stimulates and takes up the pupil's questions and interests.

When teachers cooperate in a project to try new ideas and methods, it's to promote and encourage progress and growth in both teaching and learning, and to try to create a living school, where you start from the everyday human level and from the pupil's curiosity. With our project we wanted, among other things, to discuss these different traditions and how they influence our daily work at school.

Inspiration and Idea

"In principle the school has no other educational resources than those which exist outside the school..." (John Dewey, 1899)

This quotation is from a dissertation called "Books in School". It is an inventory of problems concerning the ability of books to mediate how school libraries were used in a local-authority district in instruction and for leisure purposes. The book is Mrs. Agnes Nobel's work for her doctor's degree in 1979.

1984 she published another book "How do we give life to knowledge?" The basis of its contents can be summarized like this: "To the extent that art (=aesthetic content) awakes feelings, thoughts and the desire to live, it stimulates and starts mental activity in the learner."

These two books supported my belief in literature. Agnes Nobel pointed at reading research that showed the significance of the reader's relationship to the text, and that children with difficulties in reading had been found to more easily assimilate fiction than texts in ordinary prose.

So in our project "Giving life to knowledge" we wanted first of all to change the attitudes and values of teachers and pupils regarding the roll of literature in teaching. Our purpose was also to lay more stress on comprehensive views and understanding of connections in all schoolwork with the pupils' own references as points of departure.

Aim and Goal

With the project my colleague Per-Anders Wadman and myself wanted that a view of the whole, an understanding of relationships and the use of personal experience should be given more consideration in school work.

We also wanted to find forms for increased cooperation among teachers of different subjects, to produce teaching-models and reading lists for recurrent areas of study for classes 7-9, and to strengthen the roll of the school library in teaching.

Economy

Since 1985 we have had the possibility of applying for special money for projects within the cultural field. We estimated the costs at 40 000 SEK. That was to engage lecturers, substitutes for the teachers taking part in the project and for literature, materials and part of our own work. Our application was turned down by the county board of education where we live, but one of the officials at the Swedish National Board of Education encouraged us to try again. This time directly to our Ministry of Education and Cultural Affairs. They granted us 30 000 SEK in May 1986.

Method and Schedule

We worked together on this project for one year. During that time, seven different themes were followed using many different books, in classes 7 to 9 at Lyckeskolan in Kinna, south-east Gothenburg. 244 pupils took part in the project under the guidance of 12 teachers and 2 librarians, Per-Anders Wadman and myself. We started to inform all teachers at the school about our idea in May 1986, and when the term ended in June, 6 teachers of Swedish, 3 teachers of social studies, 2 teachers of natural science and 1 teacher of special education were with us.

The project had two parts, a theoretical and a practical part. The theoretical part, autumn-term 1986, was to answer two questions: Why introduce more literature and pursue interdisciplinary schoolwork? How can we use literature in teaching? To find answers we looked for lecturers with both humanistic and scientific backgrounds. We also scheduled time between lectures for the participants to discuss and penetrate the new thoughts and material.

The practical part, spring-term 1987, was to engage a teacher of social studies and a teacher of natural sciences in cooperation with a teacher of Swedish. Together they were to devise a model for teaching, using fiction, reference works and textbooks. Our part of the project was to produce booklists for various theme studies which could be used after the project was finished and to apply a variety of literature-teaching models.

To reach our objectives we used lecturers, books, discussions, novels and other kinds of literature and material from the school library, together with questions, thoughts and experience of the pupils and teachers. Educational visits and contacts with people outside the schoolwork helped strengthen the intensity of the learning and the understanding of different connections.

The Theoretical Part

Lecturers

We engaged five lecturers for the theoretical part of the project. Of course we started with Agnes Nobel, who wrote the book which gave us the idea in the first place. She emphasized the school's great responsibility in helping to create connections and comprehensive views of all knowledge at schools.

Then came Ulla Lundqvist, an author of novels for young people and a literary critic who specializes in reading research and how to use novels in education. She told us about one of her models called "close-reading", where you make the pupils study very closely a small part of a literary text. She also emphasized how important it is to practise talking about the things you read, to connect the text with the individuals and their everyday lives.

Our third lecturer was Gunilla Svingby, who had just published a book about school-knowledge and it's value in real-life situations., Then came Per Settergren and K.G. Nordstrom. Two men with a lot of teaching experience. They talked about their own ways of using literature in school and how to organize cooperation between different subjects and teachers.

After the first two lecturers the group met to continue the discussion, enter deeply into the theories and models, and to think about how to practise them in their classes.

Experience gained From the Theoretical Part

The theoretical part of the project stimulated teachers to widen and deepen their pedagogical work. Ideas and models from the lecturers were used in the later practical part. After the first term all teachers agreed that:

* aesthetical knowledge (e g = reading and using literature) can be a significant complement to the usual textbooks in school,
* interdisciplinary cooperation is valuable,
* stimulating the pupils' motivation is important for the new work method.

Some hindrances could also be seen:

* school organization (classrooms, timetables, economy)
* traditions, "we have never done it this way before..."
* marks (the pupils being used to giving an account of their knowledge in tests several times each term)
* Lack of time for planning together, for reading the books and talking about them with the pupils.

The teacher reported on these experiences both by writing small reports after some of the lectures and verbally when all met to sum up the theoretical part. All participants agreed to continue with the practical part in the spring of 1987. Two teachers of different subjects formed a Theme-group, as we called them after the themes they chose to work with.

The Practical Part

All the practical work implied that teachers in different subjects, especially in Swedish, social studies and natural sciences, should cooperate. Five theme-groups worked cooperatively. These five groups and two separate teachers chose to work with the following themes:

- The life of children in the early 1900s
- Death
- Love
- Environmental protection and control
- The Nordic countries
- Nordic and Greek mythology
- The Roman Empire

Then our major work as librarians started. Per-Anders and myself had promised that our libraries could manage to present books for any theme the teachers and pupils could wish.

We wanted to show each theme in a historical, geographical and social perspective. At the same time it was important to use many kinds of literature, such as novels, poetry, short stories, easy-readers and much more. We also decided to provide the teachers with a wide range of choice in books and texts. The most important thing was to find something interesting and suitable for each pupil in the different classes or groups. To do this we used reference works and other written resources, but most important of all was our own knowledge of books and that we could use books from many different libraries in our community.

Work in the Classes

When the bibliographies for each theme were ready we had separate meetings with each group of teachers to give them a short briefing of the literature we had chosen and how we thought it could be used in the classes. Then the teachers took over. They chose the texts from the bibliography and they planned how to present the books to their pupils. The groups worked in different ways, some tried the ideas they got from the lecturers, others worked more traditionally.

More often than before, pupils and teachers sat together in small groups to talk about the books they had read. This was very much appreciated by most pupils and gave them several opportunities to meet each other seriously and perhaps to see some new sides of their class-mates. It also helped to relate texts to their own personal experiences, which made further reading more interesting.

The School Library

The school library played a very important part in this project. As literature was used in a natural and well-motivated way in teaching, pupils improved their reading and found it easier to choose books. This is one way to make the school library a pedagogical, cultural and social centre for both pupils and teachers at school.

Experience gained from the Practical Part

Many important questions arose while the groups were working together. Traditions, organization, marks, lack of time and classroom space are examples of different impediments. We learned some important things concerning work with literature:

- The teachers must get the literature in good time and read all the books they intend to use,
- the pupils should start reading the literature before the factual texts.

After the practical work the teachers found that:

- the pupils want information on aims and schedules,
- cooperation requires extra time for planning,
- resource teachers and school librarians are important in presenting and discussing literature,
- the teachers' and the pupils' own experiences enriched the classroom discussions,
- interest in and commitment to subjects increased,
- further development of project would be interesting.

To make continuation of this kind of developmental work, certain changes will have to be made:

* this kind of thematic work must be taken into consideration when plans and schedules are made, and when the budget is divided, to make cooperation between different subjects easier,
* teachers must use more of their time for meetings to plan activities and teaching together,
* further education can be concentrated on different kinds of literature and how to use it in daily schoolwork,
* the school libraries must get more money to buy new books and more time for the staff to circulate and present them,
* each class must have their own classroom where they can keep books and other kinds of material that they use for theme work.

Methods of Evaluation

Through this project we used different kinds of evaluation: project-group conferences, written reports, taped interviews, two written surveys (pupils and teachers) and interviews with the school administration.

We collected the results of the whole work by written inquiries to the 12 teachers and the 244 pupils who participated in the project.

Results

Most teachers said the project had been a rewarding experience which they could use in their future work. They also found that literature and the different ways of using it had been interesting and added a new dimension to the subjects. The close cooperation with colleagues was a very positive experience for some.

Most pupils liked working in the project and talking about the books together. Some were critical of the way they learned about the work. On the whole, however, both inquiries and interviews show very clearly that work with the project was a positive experience and that they would be interested in working in the some way again.

Working together was a valuable learning experience for teachers, pupils and librarians alike. At the school, Lyckeskolan, they are still using a lot of books from their school library and they still work with themes. This project was one step in the right direction. We see it as one possible way of creating a school that offers knowledge which stays with you for life.

INTERNATIONAL UNDERSTANDING THROUGH LITERATURE
Introducing Swedish Children to California's Favorite Books

Tamara Eulert Stautland and
Katarina Sundgren-Tornéus
Uppsala, Sweden

1. INTRODUCTION

Children's literature is an effective framework for bridging the differences between nations. The appeal of a colorfully illustrated, pleasingly told story can reach across cultures, age groups, and language barriers. This was reaffirmed when a literature program which originated in California was successfully transplanted to Sweden during the 1989-90 school year with forty Swedish school children joining nearly 50,000 California youngsters in the California Young Reader Medal Program. It is hoped that the Swedish program, begun in one school in Uppsala, will grow to become as popular as the one in California.

2. THE CALIFORNIA YOUNG READER MEDAL PROGRAM (CYRM)

History. The California Young Reader Medal award was created in 1974 as an outgrowth of the Book Year Project sponsored by the International Reading Association. The CYRM program was designed to involved children at all stages from the nomination of favorite titles to the final selection of the winners. From 8,000 participants in 1974, the program has grown to include nearly half a million young readers--a sure sign of its popularity. Authors have commented that it is an especially coveted award because it is made on the basis of children's votes rather than on the opinions of adult critics.

Purpose. The purpose of the California Young Reader Medal Program is to encourage young readers to become better acquainted with good literature and to honor their favorite books and authors. Each Year the award is presented to authors of winning books in four categories: Primary (grades K-3), Intermediate (3-6), Junior High (6-9), and High School (9-12).

Sponsors. The award is sponsored by four state organizations which support reading and libraries for young people: California Association of Teachers of English, California Library Association, California Media and Library Educators Association, and California Reading Association.

Award. The award is a bronze medal depicting an outline of California and a child reading a book. Students present the medals to winning authors at awards ceremonies at annual conferences of the four sponsoring organizations. The students chosen to present awards are selected through competition in essay contests, and attend the ceremonies as special guests along with their parents.

Nomination Requirements. To be eligible for nomination, a book must have strong appeal for the age group, have been published within the last five years and still be in print, have a living author, and be an original work of fiction in the English language. Nominations are collected from young readers and submitted by their teachers or librarians by the June 1st deadline. The CYRM committee considers all titles and verifies that they meet the criteria. Three leading titles are selected in each category except primary, which has five.

Voting Requirements. After the nominated titles are announced, children begin to read and select their favorites. They are encouraged to vote in more than one age category, but they must read or have read to them all of the titles in a category to be eligible to vote. Teachers often read the nominated titles aloud as part of their language arts instruction in developing listening skills. By April 1st, ballots are submitted to the state committee and winners are announced before school ends. Students may begin reading the nominated titles for the next year's awards, so the enthusiasm for reading is regenerated and can become the basis for summer reading programs in school and public libraries.

3. NOMINATED BOOKS: PRIMARY CATEGORY 1989-90

To facilitate the presentation of literature in a second language, the primary level books were chosen to be shared with Swedish students. The five books were:

Barn Dance by Bill Martin Jr. and John Archambault , illustrated by Ted Rand

The story, written in the rhythm of a square dance, tells of a special night when the animals, led by the Scarecrow, gather in the barn to dance the night away. The only human being present is the Skinny Kid who can't sleep on such a magic night and joins the celebration.

Eyes of the Dragon by Margaret Lea , illustrated by Ed Young

The Magistrate of a Chinese village is proud of the wall which has been built to protect the village, but it is plain. Ch'en Jung, the best dragon painter in China, is hired to decorate the wall. They agree that the dragon will be complete when the painter says it is, but when he finishes, the Magistrate refuses to pay because the dragon has no eyes. Ch'en Jung reminds him of their agreement, but it makes no difference. As soon as he adds the eyes, he collects his pay and leaves the village. As the people watch, the scales begin to shimmer, the eyes glow, and the dragon rises into the air and flies away, leaving the wall crumbled to the ground.

A New Coat for Anna by Harriet Ziefert, illustrated by Anita Lobel

Anna and her mother live in a war-torn city with very little money. When Anna's old coat wears out, her mother trades some of the nice things she has saved to get Anna a new coat. The farmer, the spinner, the weaver, and the tailor all help to make the beautiful new red coat, and they all are invited to a Christmas party with Anna and her mother.

Piggybook by Anthony Browne

Mr. Piggott and his sons let Mom do all the work. One day they find that she has gone, leaving a note saying, "You are Pigs." They actually change into pigs as they discover that they can't take care of themselves or the house. When Mom comes back, they have learned their lesson, and they help with the household chores while Mom fixes the car.

The Relatives Came by Cynthia Ryla, illustrated by Stephen Gammell

The relatives pack all their things in their old car and come from Virginia to visit. There is lots of hugging and talking and eating and breathing when all the relatives are together. They fix things around the house, have picnics, and play. When the visit is over, they pack up their car again and go home. They are missed, but next summer we'll go visit them.

4. THE PROJECT IN SWEDEN

The Students. The books were shared with a group of nine-year-old Swedish students at Kvarngärdesskolan in Uppsala, Sweden who had not begun their formal study of English. Swedish children start their compulsory schooling at age seven, and at ten they begin their six year study of the English language. This explains why nearly all young people in Sweden are fluent in English, often more articulate than their U.S. counterparts.

Preparation of the Class. To introduce the books, the teacher, Katarina Sundgren-Tornéus, prepared the class by telling each story in Swedish and examining the English text as a group activity. Among the students were English-speaking twins from New Zealand who wrote the English words on the chalkboard as the class identified a vocabulary list for each book. By the time the book was read aloud in English by Tamara Stautland, the students had been brought into the literature in both languages.

Follow-Up Activities. Follow-up activities included drawing pictures to illustrate the stories, with special enthusiasm for designing dragons; completing sentence frames about the stories, asking questions and making observations about the language and customs of the U.S. and Sweden; and discussing which books they liked best and why.

The Voting. Their favorite book was *Eyes of the Dragon.* Even though the text is longer, the vocabulary more difficult, and the nuances of the story more complex, the children had no problem with comprehension. In explaining their choice, they stated that they liked the excitement, the drama, and the dragon.

Their second favorite book was *Piggybook*, which they appreciated for its humor, taking special delight in the details of the illustrations as the pig motif became more and more prevalent. In their discussion of male and female roles, they were comfortable with Father and the boys doing housework while Mom fixed the car. International cultural similarities were evidenced when several children completed their sentence frame, "If I had to fix a meal for my family, I would make pizza.".

Barn Dance and *The Relatives Came* were close for third and fourth places. The children liked the rhythm of *Barn Dance* even though some of the words like "hoedown" and "oozle" were difficult to translate or explain. In discussing *A New Coat for Anna*, their last choice, they commented that it had nothing new and was very similar to *Pelle's New Suit,* a Swedish classic by Elsa Beskow. When asked if they thought it was a "girl's book" and the fact that 60% of the class was male made any difference, they disagreed and seemed somewhat surprised at the suggestion. That Sweden promotes equality between the sexes seemed evident in their reaction. But they behaved like nine-year-olds anywhere when learning how to do-si-do for *Barn Dance*, with boys and girls preferring not to touch each other.

The Results. The project was a success. These Swedish students have now been led into, through, and beyond the literature of the California Young Reader Medal Program. They have received their bookmarks and their certificates, and they have received an introduction to the English language that allows them to build confidence in their ability to read and speak English. They have gained insight into cultural similarities and differences, and they have become aware of the U.S. in a more favorable light than they see on American television. They have practiced their higher order thinking skills in the discussion and follow-up activities, and they have enjoyed the books.

5. THE METHODS

5.1. Into, Through, and Beyond Literature. This expression is used in California to describe a way of organizing student experiences with literature to help them bring in their own knowledge and personal background, to develop strategies for interacting with literature, and to discover their own modes of responding to literature. The following outline briefly describes some of the kinds of activities that might be appropriate as students experience a given piece of literature.

Into: to arouse interest, build background knowledge, and set purpose for reading:

- Have students generate questions and predictions.
- Brainstorm and cluster ideas associated with hey words, topics, or themes.
- Use resources (film, poetry, people, etc.) to provide background information on the author, setting, or other aspect of the work.
- Provide an overview or synopsis of the story.
- Study the vocabulary in context.

Through: to help students explore and clarify their understanding:

- Read the work together
- Have students maintain literature logs which might include:
    - quotations or passages and a brief explanation of why they were chosen,
    - summaries of important parts,
    - questions they have raised during their reading,
    - predictions they have generated,
    - comparisons with other works.
- Dramatize interesting parts.
- Write character sketches.

Beyond: to provide opportunities for students to expand their understanding:

- Discuss critical issues and ideas from the work.
- Read other works with related concepts or themes.
- Write plays, poems, or letters to the author or one of the characters.
- View films or videotapes or listen to recordings of the work.
- Create visual art in response to the literature.

5.2 Higher Order Thinking Skills. All of these activities are intended to help students exercise higher order thinking skills in connection with their experiences with literature. Higher order skills are those which encourage creativity, problem-solving, and original thought rather than simple recall and recitation. The following chart indicates the hierarchy of thinking skills from recall and comprehension through the increasingly complex skills of application and analysis to synthesis and evaluation. Sample questions are offered to help clarify the characteristics of each level, and possible activities for each are suggested as the process (verbs) and the product (nouns). The division between one level and the next is not always clear-cut, and some processes and products could exemplify several levels depending upon how they are used. The intent is to represent a simplified overview of the types of responses to literature that can be elicited from children and young people.

USING LITERATURE TO DEVELOP HIGHER ORDER THINKING SKILLS

Thinking Skills Taxonomy

higher	6. Evaluation
order	5. Synthesis
	4. Analysis
	3. Application
lower	2. Comprehension
order	1. Recall/Knowledge

An understanding of the characteristics of each level of thinking will help in forming better questions. Given below are sample questions, examples of proceses, and possible products for each level.

	The Process (verbs)	**The Product (nouns)**
1. **Recall/Knowledge** (finding ourt) a. Who is in the story? b. Where/when does the story happen?	label, list, recognize, fill in	simple answers to direct questions
2. **Comprehension** (telling the meaning) a. What is the story about? b. Describe the picture on page_.	rewrite, match, paraphrase, interpret	summary, outline, description
3. **Application** (making use of knowledge) a. Draw a map of the area described in the story b. Tell what went wrong in the story and how you could make it right	draw, construct, experiment, teach	illustration, model, map, lesson
4. **Analysis** (taking apart the knowledge) a. List things from the story that can't really happen. b. Compare the personality traits of two characters.	compare, contrast, categorize, dissect	chart, graph, diagram, survey

5. **Synthesis** (putting together the new) a. Pick someone from the story and tell what will happen to him in a sequel. b. Design an appropriate room/vehicle/clothing for one of the characters.	predict, compose, invent, design	story, song, poem, script, invention
6. **Evaluation** (judging the outcome) a. Defend the actions of one of the characters. (preferably the antagonist) b. Would your mother like this book? Why/why not?	consider, judge, recommend, defend, determine	conclusion, defense, recommendation, editorial

6. CONCLUSION

Goals of Literature Programs. The California Young Reader Medal Program brings books, children, and authors together to share the joy of reading. Approaching the study of literature with an "into, through, and beyond" sequence helps students to expand their experiences with literature, and provides them with greater understanding and appreciation of literary works. The purpose of using literature to develop higher order thinking skills is to encourage children to grow in creativity, originality, and discrimination in connection with their reading.

Preparation for the Future. It is said that information more than doubles every five years at the same time the durability of information diminishes (*Reading Today,* vol. 7, No. 5, April/May 1990, p. 9). What can we teach youngsters today that will prepare them for the future? They need to have reading skills and information processing skills. They must be critical thinkers who can recognize propaganda and media hype, and who can make decisions based on the analysis of data. They must be able to synthesize and apply information, and they must have well-developed communication skills-reading, listening, speaking, and writing.

Building Bridges for International Understanding. Literature for children and young people is well-suited to capture their interests and help them to develop these necessary skills so that they become life-long learners. Sharing this literature with children in other countries can help make them aware of the differences and similarities among people everywhere--creating a bridge for international understanding.

LITERACY AND THE SCHOOL LIBRARY: LIBRARIANS AND TEACHERS TOGETHER AGAINST ILLITERACY

Christina Stenberg
Public Library of Skinnskatteberg
Sweden

Dear colleagues and friends of the Library.

For me it is a pleasure to have this opportunity to inform you about our work with the school library in the little municipality of Skinnskatteberg.

First, I wish to comment in brief on the municipality as such in order to enable you to better understand the initial position.

Skinnskatteberg is one of Sweden's smallest municipalities with its 5.300 inhabitants. Its total area is also modest, only 660 sq. kilometres, which is equal to approximately 412 sq. miles. You go by car between the most distant villages in about half an hour. Skinnskatteberg is situated 170 km northwest of Stockholm with large forests all around.

For many years, a large state-owned sawmill and board factory has been the entirely dominating workplace with 600 people employed. The board factory was recently closed down to low profitability, and today many former employees are commuting over long distances to their new jobs.

With regard to population structure, Skinnskatteberg is dominated by unskilled workers, among them a large group of Finns who moved here in the 60's when there were plenty of jobs in the region. The pensioners are a large and growing population segment in the municipality whereas young people are moving out to the major towns in order to continue their studies, and they are returning only to a minor extent. Also a group of Kurdish refugees have settled in the municipality, at present about 100 individuals.

The main population centre of Skinnskatteberg has 2.800 inhabitants and the three other urban areas with school and a library have a local population of 200 up to 700 individuals.

The library's standard

All municipalities in Sweden have a public library. Their standard varies extensively since there are no government ordinances to regulate their activity. It is a voluntary undertaking for any municipality to offer library services and today, in 1990, we have witnessed the first municipality in Sweden to recommend a complete close down of the library services and consequently the main municipal cultural activity. The politicians claim that this is necessary in order to make funds available for other purposes.

There is, however, a field of public service where the standard varies even more, and that is within the school library sector. In the following, I talk about schools. In Sweden you attend the comprehensive school between the age of seven until you are sixteen. This is a joint school for all children who are not, due to handicaps, placed in special schools. Although the comprehensive school is state-controlled, there is only one sentence in the School Statute which refers to the school library. Nothing is mentioned, however, as to size, staffing or media.

Insufficient reading ability despite 9-years schooling.

The school has been subject to extensive debate in Sweden and some of the new ideas assimilated in the curriculum were introduced in 1980.

In the 70's several alarming reports were published which indicated that pupils were leaving the comprehensive school without an ability to read and understand running text. Many were shocked at this, and the concept of functional illiterates was coined. How could it be possible that pupils who had attended school for nine years had not managed to learn to read (in this context we do not of course include pupils suffering from different handicaps). This resulted in a violent debate in the press with claims that the school had failed in its most important task. Why this incapability in a country where the standard of living is among the highest in the world. None of its children need any more to starve, to be cold or to become exhausted due to hard work before and after school. Why then these inferior results? Even though there have subsequently been alarming figures, automatically constitute a guarantee of mental and intellectual development.

Was the explanation possibly that the new media with their immense penetration impact have had a negative effect on the children's achievements in school? Here, far away in the woodlands, where there was no literary tradition, the children did not automatically become ardent readers of books with the increase in material standards. Those concerned began to realize that new working methods were required in school in order to create a countermovement, one which could put a stop to the increase in hours spent watching TV and video recordings, a countermovement which would cause inherent achievements in the class-rooms.

The new curriculum.

In the new curriculum the role of general literature was strongly emphasized. The instruction in Sweden is to be dominated by general literature but also in other subjects, such as history and geography, general literature is also to be used.

When the curriculum was introduced in the schools it created a great demand for a varied supply of general literature and a need of individuals well acquainted with child and youth literature.

The new curriculum also emphasized that the students are to use explorative and investigative techniques in their studies. One should no longer learn everything from one special textbook but collect facts from different sources. The students are to compile and critically examine the facts and the information they have obtained and for this purpose they need access to numerous books but also to newspapers and magazines.

There were few school libraries in Sweden equipped to cope with the requirements of the new curriculum. Many schools then found it natural to approach the public library in order to explore various ways to cooperate. The public library offered a large and varied supply of books to which the school needed access and there was also the library staff who could offer the children the necessary assistance.

A fully integrated public and school library.

In our municipality there was in the 70's a low-standard public library and an equally low standard school library. The responsible parties decided to do something about this. Since these ideas coincided with the discussions about also the school's increasing need of library service.

The idea of having a joint library for the school and the inhabitants of the municipality had for a long time been cherished by certain politicians. Now, it was up to the school board and the cultural committee to survey their plans and intentions and to find out if there were possibilities of reaching agreement.

The requirements of school.

As I have already mentioned, the school needed access to a large supply of books, newspapers and magazines offered by the public library. On the other hand, the school teachers were concerned about the prospect that too much of the literature important to schools would be borrowed by the adults in the municipality. The school was not willing to agree to all of the school library books being lent to the public. Fast access to the library was an important precondition - students and teachers wanted to have all of it under the same roof. The School Board also hoped that an integrated library would become a meeting place for both young and old in Skinnskatteberg. The old public library attracted first and foremost the well educated adults. Maybe a joint library would attract the parents of the school children to come closer to the school by the library. There was a lack of interest among many adults for what the children did at school and the visits by parents where few and infrequent. Perhaps, the library could become a bridge between the school and the parents.

The primary interests of the Cultural Committee.

Why then should the Cultural Committee and the public library agree to the instituting of a joint library? Naturally, this would first and foremost be because of the fact that all children were there, in the school, and you could reach the children who had never been taken to the library by their parents.

The Cultural Committee was all the time conscious of the possibility that certain groups of adults might experience a joint library as messy. However, the committee decided to give the children first priority.

At last - a full integrated library.

In 1982, there it was, complete and ready, the fully integrated library. Connecting on to the school and having its main entrance opening towards the major residential area in the village. The Cultural Committee pays the rent for the 700 sq. m. large library, and, to begin with the school paid the salary cost for 20 hours per week of the librarian's work-time. As from 1986 the school pays a full-time librarian's salary (=40 hours/ week).

Other staff are 1 cultural/library manager, 1 librarian, and 2 office employees. The allowance granted by the Cultural Committee for media is for 1990 SEK 390.000.

The school contributes SEK 72.000 which is equivalent to SEK 123/child. This allowance is also to meet the media requirements of the three small, integrated libraries in the rural village schools.

The school administration has cut down on its educational aids allowance in order to allocate funds to the library instead. This is entirely in accord with the intentions of the curriculum.

The daily library routines.

How then does an integrated library function under everyday conditions?

There are approximately 600 school children in the municipality, 170 of whom in the small rural schools. These small village schools are visited once a month by the librarian who then brings along from the books and the children report what they have been reading since last time.

In our junior and senior level classes of the central school, half an hour per week is set aside for library visits. This means that half the class will come to the library one week and the other half the week after. These fixed library hours are to a large extent scheduled between eight and ten in the morning. That is because we open at 10 a.m.

The permanent class teacher always accompanies the children when they visit the library. In most cases, I am also there when they come during their fixed book-loan hours. We start by discussing the new books I am particularly eager to introduce to them. Sometimes, the children also have some book they want to show and to recommend to their class-mates. It also happens that we replace the presentation of books with exercises in order to teach the children to find their way about the library.

The teacher and I cooperate in making this library training as meaningful as possible. The children are asked to assist with putting back on the shelves books which other children have borrowed or to collect books for book crates which are to be placed in working-rooms in institutions, doing this by means of lists where I have specified authors and titles. It increases their motivation considerably if they can be my assistants for a while instead of just having library instructions. Half of the effective time of the lesson the children spend on book-loans, and, in principle, they are free to borrow what they want. First and foremost, they are to borrow books for reading at school, but when this is done, they may select the books they want for leisure-time reading.

We have no restrictions as to the number of books they may borrow. The most eager of them will soon find that books are heavy to carry and that it is better to bring with you only a few at a time.

During this class visits to the library one of the major gains of having an integrated library stands out especially. Many pupils manage on their own and find lots of books they would like to read. On the other hand, there are in every class pupils who are listlessly leafing through the books, sighing when they don't find anything of interest to them.

This is when the teacher and I together try to find something that would suit also these children. The teacher can assess the pupil's reading ability and knows perhaps also a little about his or her personal interests. I, on my part, knows the essentials of the literature involved, and together we try to locate something which could stimulate an urge to read. Irrespective if the subject is to be dinosaurs or something about love.

Close cooperation with teachers.

Every week, I meet with a teacher representative of each of the junior, intermediate and senior levels of the school. At our weekly meeting we check the lists of children's books to be purchased and discuss what subject fields need supplementing. The teachers inform me if there are new plans within the different theme areas in order to enable me in sufficient time to replenish our supply of literature on the subject or borrow the pertinent books from the county library at Vasteras.

Seeing that our library is a comparatively small one, we frequently have special-literature assistance from Vasteras. We have participated in a major development project on information search together with the other municipalities in the county. The project leader was a librarian in Vasteras and we received a state subsidy from the Cultural Committee for acquisition of computers and telefax equipment.

Of special importance to the older pupils is to obtain information backup for the special projects they are working on. They choose subjects such as tropical forests, embryo diagnostics, gene manipulation, and other subjects where the last research data are those of actual interest. In these cases, we search for articles in the computer under different key words and then display in what magazines these articles are to be found. We send off an inquiry to Vasteras and may, at best, have the article via the fax in 5 minutes. To a small library it is of special importance to procure technical equipment enabling it to make use of the resources of the county library and other special libraries.

Since we have invested in a large supply of reference books, there is always something to be found on the shelves of the library when the school children come. By and by, they become increasingly more skilled in ordering information material and in specifying what they need so that we can find it directly for them when searching via the computer.

The municipal school plan.

The Swedish Parliament recently adopted a resolution on revised responsibility allocation within the school system. Up until then, the school was characterized by central control also in matters of detail. There is still central controlling when the overriding objectives of the school are concerned, but today its rests with each individual municipality to draw up a school plan indicating how the educational activity is to be carried on at the municipal level in order to achieve the objectives of the curriculum. This plan is to be devised in such a way that it constitutes an adequate basis for follow-up and evaluation.

Our own school plan has recently been finished and in it is expressly established that the profoling of our school is to be centered on cultural and environment. I quote from the plan on the subjects of culture: "Cultural work within the school is to build mainly on the pupils' own efforts in active creating under expert guidance (e.g. the Local Arts and Crafts Association, authors, musicians, artists).

Further on in the school plan we find, under the heading "Library" that the standard is high in our integrated libraries of which there is today one in each municipal district. It is further stated that the integrated library has an important function to fulfill in the school, partly as a transmitter of culture and, partly, as a supplier of educational aids in a wider sense. In conclusion, it is established that the objective will be to also in the future maintain the same high level with regard to the library's role at the instructional level.

Action plans for the different school levels.

In addition to the school plan, which is an important overriding document, where we realize our own intentions in our schools, we have a number of action plans for the individual main areas of the activity.

We have for a long time been working on action plans for the library. Today, when the plans for the junior and the intermediate levels are completed, the most important part of the work is done. All discussions between librarians and teachers as to how the children are actually to utilize the library have been highly rewarding. We have indeed not been unanimous about everything. The time at the disposal of a librarian is limited, even though 40 hours is liberal as compared with most schools in Sweden.

Participation in meetings with parents in evenings was one of the preferences expressed by many teachers. It proved necessary to restrict this to a certain extent, and we have stated in the action plan that the librarian is always to participate in the Class 2 parents meeting in autumns. At these meetings, the teachers often take the opportunity to start reading training according to the Belfield method inviting the parents to participate. In short, this implies that the parents simply listen for a quarter of an hour a day to the child reading from a book of general literature. This is to be regularly repeated every evening during an extended period, preferably three weeks. The teacher and I inform about this and demonstrate to the parents the books which we have planned to use and give the parents an opportunity to choose among them.

The action plans include what rules are to apply, because when the children visit the library on their own, a game of chess is sometimes more tempting than the books. It is all the time a question of for and against when it comes to persuade all and everybody to visit the library frequently but at the same time see to it that the library is not converted into an assembly room for school children. In winter-time in particular it can prove difficult to accommodate all pupils who have an hour free or a break after lunch and want to be in the library. There should be enough peace and quiet there to enable visitors to work undisturbed even if there are some children in the library in their time off, and some during school hours.

Exhibitions

In today' situation we are very content with the way things develop. For ten years the school management, the teachers, the pupils and the librarians have together shaped the library into something positive. In addition to the library activity as such, the librarian also administers theatre performances, concerts and visits by authors as well as the library exhibitions. We are particular about taking care of the school children's work of art and exhibit them in the library. What is most inspiring is when we have had a professional artist visiting us, who has inspired the pupils with the result that, after displaying the artist's production, we are provided with a spontaneous pupil's exhibition with interpretations and expressions which are a reaction on the artists works previously exhibited.

To the pupils it is, however, meaningful to be able to exhibit their works on other subjects in the library. One of the most successful exhibitions we arranged was of the projects of the Class 9 pupils dealing with Swedish authors. At the library we are actually using these papers when we present books to elderly people.

Threats

Unfortunately I have to finish by telling you that there is a threat to the future existence of our library. In Sweden there is much talking about savings in public expenditure. As I indicated earlier, there are even municipalities which contemplate closing down their municipal libraries. To us who are working with children and libraries this saving spree which has afflicted the municipalities is incomprehensible. Could it actually be that a country like Sweden with the world's highest tax pressure cannot afford to invest in their children? Is it reasonable to erase in haste what has been built up during a 10-year period?

Also in our municipality requests are made for cutting down on the library activity. On these occasions it has been lucky for the public library that all teachers, also the pre-school teachers have objected violently. The first savings attack we fended off quit successfully, but we do not know what will happen next year.

Conclusion

A lively and vital cultural life in any community brings strength and inspires faith in the future. To the small municipality it is important to be able to afford investments to such an extent that people want to move there, not openly from there. We have to teach our children what is quality in cultural environment.

We have to give them a power to resist in order that they should not become victims of video violence. It is part of their early life to try to us out and to challenge us adults. they will manage, if we have given them steering speed. If not, the risk is great that they will ground.

To invest in children, libraries and books is to invest in the future!!

WANT TO READ - WANT TO WRITE
CHILDREN'S BOOK DAY IN PORSGRUNN

Kirsti Tveitereid
School Library Advisor
Pedagogical Service Centre
Porsgrunn, Norway

During the last 6 years, librarians in Porsgrunn have been setting aside a week every autumn during which books for children and young people have been given special priority. All the planning and work involved is done by librarians in the public libraries and the school library advisor. Our aim is to draw attention to good quality literature, creating an appetite for books amongst children and young people and encouraging them to enjoy reading.

Porsgrunn is a town in the southern part of Norway and the number of inhabitants are about 30 000. Through the years we have tried many different methods of focussing attention of the book. We have gone out to the schools where we can meet all the children of a particular age group, but we have also arranged afternoon and evening activities in the public libraries. Such activities have included bits from authors, plays, story hours, "adoption" of a librarian for a time by a school class, exhibitions, etc. etc. The campaign for children's and young people's books now appears to have become an annual event on a national basis. The Norwegian Directorate for Public and School Libraries has appointed a national project leader for the second year running.

This means that those of us working on the local level can get lots of good tips and suggestions regarding suitable slogans subjects. We can also buy advertising material produced specially for the children's book week. In Porsgrunn we have sometimes used all we can procure from this source, while in other occasions we have planned our own book week. I would like to give you some idea of what is involved in one of these "home-made" activities:

Children's Book Day

There are 3 600 pupils between the ages of 7 and 16 in the schools in Porsgrunn. "The children's book people" get together throughout one week every autumn when reading is popular, when the evenings are closing in and the weather unreliable. The selected week is filled with activities for infants, older children and, hopefully, the grown-ups as well.

Imagine a typical cold, wet autumn day, with the doors of the central library open from early in the morning until late in the evening, letting in a stream of young authors of all shapes and sizes who read throughout the day from their own efforts, be in prose or poetry. The audience comes and goes all the time. This was our dream of an ideal children's book day - and the following realistic version has emerged from it: The campaign committee gets together in the late summer, as soon as the new school year begins, to plan the annual children's book day. The committee includes all the children's librarians in the Porsgrunn public libraries (4) and myself, employed by the local education authority as school libraries advisor, which means I am in touch with all the 23 school libraries in Porsgrunn.

The book day marks the climax of the annual children's book campaign. It takes place in the town's lovely new central library, where children from all over Porsgrunn have been chosen to read from their previously submitted efforts. A back-cloth is provided by an exhibition of all the stories and poems received. These have been on show in the library throughout the week. All contributions are exhibited, but about 30 young "authors" read aloud from their manuscripts to a room packed with people. The room is always packed, too! The first time we were afraid no one would turn up to listen to the young authors reading from their own works, but we soon found out that 150 chairs was far from being enough!

Of course, the main attraction during these evening performances is the children themselves, but we provide a suitable framework with music. We also invite a well-known local personality to describe a childhood memory about a favourite book, and last, but not least, we invite a professional author. Up until now, this has always been a popular Norwegian author of children's books for the particular age group involved.

As the audience goes out into the dark night at the end of the performance, they take with them the memory of a quiet evening, quite different from what one usually associates with children's entertainments. There are no clowns or spotlights, just a microphone, a candle on a little table and a hand-written sheets of paper providing a setting for the performer. Every year we feel slightly awed by the fact that so many people crowd into the library on this particular November evening.

The young performers take it all very seriously. This is quite different from reading aloud to their class or at home, although the audience consists mainly of school friends, parents and grandparents. They each receive a Children's Book Day diploma and a new book. Afterwards, the committee return all the contributions, but before doing so, we select a few which are printed and produced in booklet form to be sent to all the schools, together with a reminder that there will be a new opportunity to take part the following year. The booklet can be placed in the school library as an inspiration for new, would-be, young authors.

But how do we collect the entries and what do the children write about? All the schools are invited to take part, but we have found that it is wiser to concentrate on a few classes to avoid drowning in contributions. Variation in literary quality is also thus kept within limits and it is easier to decide on a suitable subject each year. Up until now, we have chosen a particular subject each year, but one could just as easily limit the entries to a particular genre, or leave the choice of subject matter open. So far, we have concentrated on the middle classes in the primary school, that is to say, the 10-13 year olds.

To avoid participation being dependant on enthusiastic teachers drawing their pupils' attention to the project and starting them off writing in class, as we feel the urge to write should be encouraged also outside the school, the invitation to take part is given to all children in the age group and laid out in all the libraries.

We chose to focus on the environment around us and we received many very good entries. The county office of the environment gave financial support and provided book prizes on the theme. Previous subjects chosen have been IN LOVE, YES, WE WANT A MULTICULTURAL SOCIETY and PEACE.

We have already decided that the subject this year is to be IMAGINE NOT BEING ABLE TO READ OR WRITE.

We are hoping for help and support from the United Nations liason office in Norway as we feel the subject to be a topical one for the United Nations' International Literacy Year.

Why a Children's Book Day?

The schools have been running reading projects for some years. That is to say that the reading of fiction has taken place at school, with each pupil reading at his or her own pace during "just reading" hours, which are a permanent part of the weekly timetable. The theory is that the practice of reading produces a good reader. It has been proved that one has to have read about 8 000 pages in order to be rated as an abled reader. Obviously a child's spare time does not provide for this sort of training, besides there is a lot of competition for children's spare time, these days. Schools have consequently introduced reading for pleasure as part of the curriculum. The children need plenty of books to choose from and the public libraries help out when the school library stocks are insufficient.

Children are reading as never before in Porsgrunn and more and more teachers are becoming convinced that the ability to read well is the basis of all education. The important idea with all this reading is that this is mainly reading just for the pleasure of it. Things have to be written down, as well, and a lot of writing is done in Norwegian schools, but how and why is this writing done?

Per Settergren writes in his book "Kulturmodellen" that pupils need to write in order to stimulate their fantasy and imagination. "There is no other way of developing the ability to write than writing as much as possible, both seriously and with meaning." The official school terminology is "teaching the writing process." It includes a wide use of literature to inspire creativity in writing.

We librarians want to help. We feel that the schools and libraries have a common cause and we want our children to be at home with their own language and enjoy both speaking, writing and reading it. However, apart from pen and paper, writers also need a subject about which to write and, not least, interested readers. The Children's Book Day provides a public for the children's attempts at writing. Firstly, by exhibiting them a whole week. This means they must be neatly written and preferably illustrated. Secondly, by providing the opportunity for some of the contributions to be read aloud by their authors - in front of an audience. Thirdly, by collecting some of the entries into a booklet which is circulated to the schools in Porsgrunn.

In Norway we are obliged by law to have formal cooperation between schools and public libraries. The annual children's and young people's book campaign provides a very good starting point. The public library is able to come into contact with all the children in a given age group, through the school, including those not normally frequenting the library. The school can, among other things reach a public for some of its activities in the public library.

There are so many areas in which we can work together. Although school libraries are not so well organized as public libraries in Norway, we are working towards the common goal of creating enthusiastic and "book-hungry" library borrowers.

Literature

Kverndokken, Kare: Litteraturundervisning. Oslo, Gyldendal forlag, 1989.

Settergren, Per: Kulturmodellen. Stockholm, Utbildningsforlaget, 1985.

Halse/Lokensgard Hoel/Smidt: Skriving i skolen 1. Oslo, LNU/Cappelen, 1989.

Some Poems

Skulle Ønske Jeg Var Foelska
(I Wish I Were in Love)

Jeg skulle ønske jeg var forelska i en gutt
som var så full av futt.
Han skulle hatt brune øyne og en brun sløyfe,
det skulle han hatt.
Han skulle hatt en brun hatt og en grå frakk.
Sånn skulle han ha sett ut dag og natt!

Kine, 11 år

La Jorda Leve!
(Let the Earth Live!)

hvorfor kjøre bil når du kan sykle ????

Peder, 10 år

Vi Er Fri!
(We Are Free!)

Det er to barn som leker ved vannet. De puster og lukter på
alle blomstene som er der.
De springer, de danser, de ser ut mot havet.
Fuglene synger, flyr over oss.

Mamma og pappa roper på oss.
Det er fred på jorden.

Trine, 10 å

LENGE LEVE JORDA !

har du skrivelyst ?

Har du lyst til å bli med å skrive om menneskene i dag og i framtida - om hvordan de lever ?
Det er det mange som har skrevet bøker om, men denne gangen er det ditt dikt, din tegning eller din kort-fortelling vi vil ha.

Alt som fins omkring oss er en del av miljøet vårt

- LUFTA VI PUSTER I
- VANNET VI DRIKKER
- JORDA SOM GIR OSS MAT
- NATUREN OMKRING OSS,DER VI KAN TILBRINGE FRITIDA VÅR
- MENNESKENE VI MØTER
- HUSENE VI BOR I
- VEIENE OG GATENE VI GÅR OG SYKLER PÅ
- BUTIKKENE VI HANDLER I
- SKOLEN VI GÅR PÅ

Vil du skrive om noe av dette ? Kanskje om hvordan det blir i framtida.

Du som går i 4., 5. 6. klasse kan bli med.
Om vi får plass vil vi stille ut alle bidragene i hovedbiblioteket under årets barnebokuke. Den foregår fra 30.oktober til 3. november
FREDAG 3. NOVEMBER BLIR DET BARNAS BOKDAG. Da skal endel av bidragene vi har fått inn leses opp av dere som er forfatterne.
Den kvelden på hovedbiblioteket blir det også besøk av forfatteren Åse Gyrid Solli - hun skriver jo om mennesker som levde før i tiden - i steinalderen.

HVIS DERE VIL VÆRE MED:

skriv et dikt eller en kort historie med noe av det som er skrevet over som tema. Lag overskrift sjøl.
ELLER
du kan bruke overskriften LENGE LEVE JORDA og lage et dikt.

Skriv det på et stivt ark, du må gjerne tegne til, husk det skal stilles ut på biblioteket.

Skriv navnet ditt enten på framsiden eller baksiden av arket, skriv hvilken klasse du går i og på hvilken skole.

Bidragene kan leveres samlet for klassen eller enkeltvis av deg til Hovedbiblioteket eller til Pedagogisk Servicesentral innen
FREDAG 13. OKTOBER

BARNEBOKUKA I PORSGRUNN 1989

Porsgrunn folkebibliotek Pedagogisk Servicesentral

innleveringsfrist 13. oktober !

RESOURCE SHARING IN ASEAN SCHOOLS WITH SPECIAL REFERENCE TO MALAYSIA

Rita Vias
Alice Lee
Kuala Lumpur, Malaysia

This paper is presented in two parts: Part One concentrates on the Malaysian situation and Part Two deals with the other countries of ASEAN (Association of South-East Asian Nations).

Resource sharing is interpreted here to mean the sharing of print and audio-visual materials in a library/resource centre as well as the related human resources of staff, equipment and facilities.

Part One: Malaysia

Background: Malaysia, a federation of 14 states (329, 758 sq. km. about 17.1 million population) has 6.652 primary and 1.216 secondary schools catering for 3.5 million pupils with a teacher strength of 158.193 (Ministry of Education, 1986).

School library development in Malaysia goes back to the 1960's. Briefly, from the 1970's every new government school building of 6 or more classrooms has been provided with a library room and basic library furniture; a T.V., a radio and an annual per capita library grant of $1.20-$2.00 is given. As of 1983 the integration of book and non-book materials was formalized with the conversion of school libraries into school resource centres (Vias, 1988).

Existing Services:

National Level: The resource centre of the Ministry of Education's Educational Technology Division loans educational films, video tapes and computer software to schools on request. (The computer software are programmes prepared by secondary school pupils for the annual national software writing competition). These items are sent by post to outlying schools. The Educational Technology Division publishes and distributes free to schools its annual list of fiction and non-fiction books recommended to primary and secondary school libraries. These books, in the national language, are classified (Dewey) and graded according to levels of suitability. Rural schools in outlying areas which do not have access to book shops purchase books by referring to the list and placing orders with the publishers/distributors whose addresses are also given in the booklet. In-service training for teacher librarians and media technologists is conducted regularly by the Educational Technology Division. Model School Resource Centres (SRC), formed at national, state and district levels with the guidance of the Educational Technology Division, share their expertise and experiences with other schools who are encouraged to visit them and receive advice/training whenever possible.

Resource sharing facilities have been available to schools under the Malaysian Inter-Library Loan Code which has been in operation from the 1970's. In 1988 the national Library opened up a vast source of resources to school with the launching of the National Availability of Publications scheme which aims to facilitate nation-wide access to publications.

State and District Level: Resource sharing at state and district levels is being well entrenched. This is due largely to the existence of State Education Resource Centres (SERCs) and District Education Resource Centres (DERCs).

In 1983 4 SERCs were set up and equipped with a variety of A-V hardware, a T.V./radio recording studio, a library and other facilities. The SERCs, in essence, function as teachers' centres. They conduct in-service training, encourage the production and use of multimedia aids and lend books and non-book materials to teachers in their effort to improve the quality of education. In the 10 states which do not as yet have SERCs these functions are carried out by the Educational Technology Unit (ETU) of the respective State Education Departments. The SERCs and ETUs act as liaison centres between the federal administrative policy-making training and production units and the DECRs on matters pertaining to School Resource Centres (SRCs) (George, 1989).

Throughout the country there are 350 DERCs located in primary schools, catering for the needs of a fixed number of neighbourhood schools. The Ministry of Education has equipped the DERCs with A-V soft and hardware, basic furniture and a collection of reference books for use by teachers. This project, costing about M$ 52.1 million, has contributed significantly towards resource sharing among schools.

The DERCs, managed by a committee comprising teachers from SRCs and chaired by the Headmaster of the school where the DERC is located, also act as teachers' centres and promote the use of educational technology and the reading habit within the teaching-learning context in schools. Some of the human, physical and knowledge sharing activities conducted by the DERC are"

- in-service training for teachers in library skills, A-V materials production and the efficient use of educational T.V. and radio programmes.
- loaning of equipment/hardware (e.g. cameras, OHP, slide projector etc.) and A-V teaching aids to teachers.
- distribution of selected reading materials to teachers to help up-date them professionally. This resource sharing service is of great importance to teachers in rural areas where current publication and good book shops are hard to come by.
- the holding of seminars for Parent Teacher Association members to foster the home library programme encouraged by the Ministry of Education and the National Book Development Council.
- the organization of visits by teachers of the DERC member schools to other DERCs and SERCs with the aim of obtaining and exchanging ideas.

One important form of resource sharing on a regular basis carried out by the SERCs, ETUs and the DERCs is the duplication of educational radio and T.V. programmes, free of charge, for schools which send them empty tapes. To facilitate this, the Ministry of Education has provided each ETU/SERC and DERC with a fast radio cassette duplicator and a T.V. and V.C.R. This service helps schools overcome the problem of poor reception and inability to synchronize the school time-table with the educational broadcast schedules. In 1988 the ETU of the state of Selangor (590 schools) recorded 4934 radio cassette tapes and 618 video tapes for primary schools and 1879 for secondary schools.

Resource sharing takes place between schools and the state public libraries through the mobile library services and the bulk loan facilities offered to schools to supplement their book stock. The schools in turn share their premises and teacher-expertise with the public libraries when they cooperate in conducting reading promotion activities organized by the public libraries.

Future Development: Resource sharing among schools at national, state, district and school levels is feasible although its potential is yet to be fully exploited. Some of the possible future developments are the creation of union catalogues at national, state and district levels of school resource centre, DERC and SERC holdings and the establishment of a cooperative acquisitions programme among SERC and DERC. The possibilities for improving resource sharing are many, but they bring with them financial and staff implications that need to be considered carefully.

Conclusion: Resource sharing in the form of inter-library loans, exchange of ideas and expertise has achieved some measure of success in Malaysian schools. Thanks to the existence of close cooperation between the Educational Technology Unit, the State and District Education Resource Centres, the national and state libraries and the schools themselves. On the whole, resource sharing among schools appears to have a better chance of greater success if adequate staff and finances are forthcoming for the strengthening of the existing multi-level resource centre administrative infrastructure.

Part Two:

This section deals with resource sharing in schools in Brunei, Indonesia, Philippines, Singapore and Thailand. Part of the information in this section is based on a survey of 20 schools in each of the countries dealt with.

Brunei: Brunei (3561.6 sq. km., population of about 225,000) has the highest per capita income in ASEAN of which it is newest member, having joined in 1984.

The Library System: The publications of the Congress of Southeast Asian Librarians (CONSAL) is a main source of information on ASEAN library development. However since Brunei is not yet a member there is a dearth of published information pertaining to its library developments.

A visit in 1987 to most of the libraries (including school libraries) revealed that the University of Brunei's library was the most outward looking. A mini survey of 20 leading school libraries, conducted through the good offices of the university and the Ministry of Education led to a response from only 2 schools. However much information is provided by Yakub (1988). Yakub's study of 25 school libraries revealed that 3 schools have less than 1000 volumes, 6 had over 10,000 and 10 had between 3000--6000 volumes. This study also noted that the majority of the school librarians were not exposed to the potentials of library services. One of the two responses received in 1980 requests IASL officials to visit Brunei and give professional advice to school libraries. Currently Brunei appears to lack the infrastructure for school library cooperation.

Indonesia: Indonesia (2 million sq. km.; more than 167 million population) comprises 13,677 islands and 64,774 villages. 50% of the population live in Java.

School Library Development: From the 1950's and specifically since the International Book year (1972), the Indonesian Library Association and government authorities have been working towards the improvement of library and information services with the aim of providing library services to the whole population by the year2004.

In 1990 only 8849 school (i.e. 10%) have school libraries with 16,566 librarians. These include 26 school libraries established throughout the country between 1974-1984 which serve as models for others.

Library cooperation: School libraries, special village and university libraries are linked in a network system under which each library is responsible for giving library and information services to its readers, and cooperates to carry out planning, control and implementation of the services program at various levels in village, sub regional and regional. The village libraries and the regional libraries maintain a union catalogue of the subregional libraries, the sub-regional library maintains the union catalogue of the village libraries and the regional libraries. In Jakarta some schools practise centralized acquisitions (mainly books) and cataloguing. Centralized 3 months' training is provided for school librarians.

Philippines: More that 7,000 islands make up the Philippines (185,131.2 sq. km.) which has a population of 55 million.

School Library Development: As early as 1916 there were 41 high school libraries, 245 intermediate and 465 primary school libraries in the Philippines (Javier, 1990). The most recent country-wide survey (1986-1987) showed that 4860 schools out of 8740 have libraries with collections ranging from 60 to more than 1,000 books in the provinces and 500 - 2,500 or more in Metro Manila.

Out of the 20 questionnaires that I sent in March 1990 I have received 8 replies. Six out of these have collections that exceed 10,000 books. Three of the school librarians have Masters Degrees, six diplomas and one a certificate in Librarianship. Seven of the schools showed that more than 50% of the students and 30%-50% of the teachers borrow books and audi-visual aids.

Library Cooperation in Rural Areas: Interlibrary loans carried out through traveling book collections and bookmobiles are examples of resource sharing between public and school libraries. The Communication Foundation for Asia which started its bookmobile services in 1970 has a collection of 4,000 books and 70 sets of encyclopedias loaned by the Asia Foundation, the Ateneo de Manila University, the Thomas Jefferson Centre, local publishers and civic groups. It services 3 meagerly stocked schools per day, and each school in 3 months and covers 13 provinces in south, central and northern Luzon. The National Library has country-wide bookmobile service through which inter-library loans are arranged between public and school libraries and among school libraries. Besides this it provides other services such as catalogues, exhibition of new titles etc.

Singapore: Singapore (634 sq, km.; less than 3 million people) is the smallest ASEAN nation with a per capita income that is among the highest in the world.

The Library Association of Singapore, the National Library and the Standing Committee on School Libraries (1970) have contributed much to the development of school libraries. The UNESCO Statistical Year Book of 1988 gives the following figures for 1984: 396 school libraries with 5 million books and an annual addition of 900,000 books; 471,051 registered borrowers; 6,500,000 loans and a current expenditure of $4,600,000. From 1984 onwards schools with a less than 1:10 student-book ratio were given as much as $20,000 per year.

School Library Co-Operation: The National Library compensates the absence of a library school by giving advice on school library management to teacher librarians. It also makes bulk loans to a few schools. The Singapore Library Association has prepared standards, guides and lists of periodicals for school libraries.

Some school libraries are so successful that they are invited by other schools to share their programmes and expertise. On the whole, there is some inter-school library cooperation and the potentials are great.

Thailand: Thailand comprises about 317,500 sq. km. and has a population of about 40 million.

School Library Developments: The Thai Library Association and the Ministry of Education have aided school library development in Thailand. In the 1960's standards for secondary and primary school libraries were adopted. Under the General Education Development project and the Rural School Development projects all "under-privileged" schools were provided books and in-service training courses for library personnel. (Uthai Dhutiyabbhodhi). From 1974 library utilization skills and techniques in reading have been included in the high school curriculum.

Out of 20 questionnaires sent, only 4 were returned and 2 of these were model school libraries attached to universities. One of these had 45,000 books and a 150,000 bahts budget. A 50% utilization of books and 30-50% utilization of A-V materials was recorded. More than 50% of the teachers make use of the A-V collection. These model schools help to promote the development of other school libraries in the cities.

Library Co-Operation in the Rural Areas: The Tin Box Library project operates at school, school cluster and community levels. In the school the Tin Box Library moves to various locations within the school. At cluster level the Box is passed round in rotation to every school in the cluster. During school vacation the Tin Boxes are taken to various village locations: reading centres, wats (temples), the village school head's house etc. (Suckharoen 1987). The Tin Box collections include simplified materials aimed at promoting adult education among villagers.

Conclusion:

School library/resource centre co-operation and resource sharing is being practised to some extent in ASEAN schools. However, the degree and nature of participation is determined by the adequacy of the schools' resource collection, their administrative (staff) strength and physical facilities. School library cooperation/resource sharing in the various ASEAN countries is at differing levels of development hence it is recommended that:

(i) an ASEAN School Resource Centre group be formed;

(ii) a regular newsletter be published to exchange ideas among ASEAN school resource centres;

(iii) a regional school resource centre seminar/conference be organized preferably in close cooperation with CONSAL;

(iv) a mechanism be devised for school resource centre personnel to visit and learn from model resource centres in the region;

(v) a consultancy service, under which experts from within ASEAN may help member nations to develop their school resource centre services be introduced with financial assistance from IASL, IFLA, UNESCO and other agencies.

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THE POTENTIAL OF TELECOMMUNICATIONS IN THE LIBRARY MEDIA CENTER

Peg Wahlgren
School Media Specialist
Lancaster High School
Lancaster, N.Y.
USA

Within the next few minutes we may see how electronic communication is valuable in helping library media specialists meet the needs of our world of users. The tradition has been to define telecommunication as the process of transferring information or conversation via telephone connections. We are now immersed in a world of "telecomputing." To cover this mode and how it may be used effectively for a range of school library media management and service functions we will look at;

1. Teleconferencing "Talking"
2. E-mail (electronic mail)
3. Online database searching
4. Distance learning

The potential is boundless, as each passing day brings literature which announces new applications, equipment and software to ease the use of the technology. Paging through the IASL Proceedings of the past, there appear several presenters who have addressed this phenomena. Descriptions were given of activities in their communities, tying in with telecommunications and what it had to offer for the library program. Others have brought forth research findings and philosophy regarding the use of telecommunications in the media center. While the thought of telecommunications may seem daunting to some we would like to give a picture of that which will bring our people and cultures closer together.

EQUIPMENT

For each of the applications a PC computer, modem (fax/modem), telephone line and a communications software package is needed. Most microcomputers will accommodate either an internal or external modem. A modem will translate the digital message or commands typed into the computer to sounds to be transmitted over phone lines. The reverse translation of the incoming phone transmissions to the computer signals and the written word you will see on your monitor is also handled by the modem. Modems may be either an external device or an internal board inserted into one of the slots inside the central processing unit. We selected an internal modem in the secondary level media center for security purposes. For as with many PC peripherals, modems are very easy to connect. Most modems are "Hayes compatible" which allows most communications software to use the same set of commands when talking to the modem. The speed of the modem is also of importance in most instances, the greater the rate of transmission, the lower the connect time costs. Computer software to facilitate telecomputing is becoming more user friendly. At this writing a third party vendor has offered front end software for the DIALOG Classmate program which will allow our students to create their search strategy off line, at any compatible computer, then take the saved search to the computer unit equipped with a modem connected to the telephone line. The software will be programmed to execute the dial up, password, the student's pre-set search strategy and log off. The media specialist may even set limiting parameters as to the number of citations which may be requested on a bibliographical database or a specified time limit. These developments should allow even the most doubting of us to conquer our fears and technologize.

TELECONFERENCING

Educators and/or students in this case may be involved in"talking" to others by imputing messages on their computer keyboards. The messages do in turn travel via telephone lines to a central sorting and storage area, where they wait for a remote person to call in for them. A series of messages on a single theme may form a coherent conversation "thread." There is also the option of what is termed "real time" conferencing. An appointed time is set for several telecomputers at separate remote stations to dial in on one mutual service at the same time. Messages are displayed on each person's monitor at the moment they are typed into the network. Mr. T. of the Science Department in a local Junior high school was a Beta tester of AppleLink Personal (now American Online). He now has a regular one hour appointment each Friday with educators across the nation, to discuss topics of mutual interest. We might miss the splendors of such conference locations as Sweden, but entertain the thoughts of the ability to handle the preconference communications in this manner, or rather extending the presentations with online updates.

COMPUTER BULLETIN BOARDS (BBS)

Just as the tack board in the class room displays messages, notices and lessons so do thousands of computer bulletin boards (BBS) around the world. At our suburban Lancaster High School, interested students of grades 9-12 have exchanged critiques on motion pictures they have attended, with users on a bulletin board based in a Buffalo, New York urban school. Information on local sports teams and athletic figures is also a popular bulletin board discussion topic. During political contests, both local and national, our students have seen and been able to participate in an exchange of views on the candidates and issues. These activities would allow for curriculum development, computer club or computer literacy class projects to abound. Special forums are created on most electronic bulletin boards. These forums are specific to various users interests. While the Bulletin Board itself is monitored by a "SYSOP" (Systems operator), a forum may have a moderator who controls that portion of the Board.

"ChalkBoard" a BBS which is mounted in the Learning Technologies Department, State University of New York (SUNY) at Buffalo has a forum entitled Library Gab. Here librarians of the dial-in-area may leave messages for other librarians. Often this method is used to remind the professionals of upcoming meetings. Some interlibrary loan requests are being handled on this forum. We have also been able to transmit cataloging information, computer software and hardware troubleshooting, birthday greetings, bibliographies, holiday greetings, etc.. When either sending or receiving large amounts of information or documents it is advisable to create the material off line (before computer dial up). One familiar with the "upload" commands may then, within a few key strokes, send the material in seconds. We also use this method when receiving lengthy listings of bibliographic citations. Turning the copy buffer on via the software holds information coming in, it is then "downloaded" to a floppy disk. After logging off, we move the saved information to a word processor and print it out.

"BBS Etiquette" is a teaching/learning experience for all involved. There are precepts users are expected to follow for appropriate behavior when accessing a remote system. Individual systems have their own rules. Therefore some are sophisticated enough to register all users and after a 24 hour validation period, issue a password for use. Sometimes the new user is allowed access to only certain portions of the BBS. After a period of experienced use time, the person may prove themselves and apply for access to previously masked areas of a particular BBS. A local BBS, "Animal Farm" mounted at a Science Magnet school for grades 5-7 allows access to any person in the interest of education, dialing in via computer. One forum on this Board is also assigned to the Librarians of the area. We are given a second password to invoke use of this area of the system. No one else may read the messages of this section. Schools in the Buffalo area use this board to leave want lists of materials they need. The board is checked each morning by a Library System Coordinator, who among other services maintains a union list of holdings for 100-150 schools. She sends an electronic message for the wanted items listed to schools holding those items. These are then sent out from the respective schools through a networked transportation system. Our state of New York has more than 40 School Library Systems, each with a coordinator. Most of these systems have or are planning for online access to the collections of member school libraries.

Computer bulletin boards may be free in your local. Long distance telephone connect charges would be expected in calls of that nature. However, just as companies and Government agencies have regular 800 or free access numbers, so do they have similar toll free, dial up long distance access to computer based databanks. One example we have used, is that connected to the US Dept. of Education Office of Educational Research and Improvement where we have found information on educational issues being considered for legislation and grant funding opportunities.

DISTANCE LEARNING

A. **Prodigy™ "Smart Kids"**
B. **IRIS-MECC "World Class"**
C. **De Orilla a Orilla--From Shore to Shore**
D. **CTL-City**
E. **STUFO- Students' forum CompuServe**
F. **National Geographic--Kids Network**
G. **AGE--Apple Global Education**
H. **Learning Network - AT&T**

Recently one of the commercial online services, Prodigy, a joint venture of Sears and IBM in the U.S. has begun a "Smart Kids" section. On this network students may do homework assignments at home within the parameters of the new weekly "Smart Kids Quiz" which is developed by Encyclopaedia Britannica. The students compete for scores across the nation. Use of this service allows the student to run a weekly course of Where is Carmen Sandiego? and read an online version of the Weekly Reader newspaper. Another feature embodied in the "Smart Kids" service is an E-mail situation where the student's being able to intercept the message.

GLOBAL CLASSROOMS

Access to computer networks allowing schools at every level to participate in international communication are being added to monthly. Every professional journal reports of the process and application. Students, faculty and administrators are sharing their school, community and personal profiles, as well as other aspects of their cultures. They are developing topics which cover the gamut from ecology to human rights to local folklore, original fiction and poetry. To mention a representative few of the many commercial services to offer this opportunity to further the educational process will suffice herein. Although our district was not one of the few chosen in the U.S. as part of Apple computers AGE (Apple Global Education) nor are we as yet engaged in the Global Education Model (GEM) program. Some of you may be active participants in these "global village" programs. The later program has several school districts in New York State who have "adopted" a different country with whom they will communicate via this mode. The joint projects will be student initiated and must be directed to make a meaningful contribution to the people of the global village involved. A portion of the GEM program is linking schools in New York State with those in the USSR. These schools are also piloting the transmission of video images.

ONLINE SEARCHING

Online information is transmitted in many formats such as: Bibliographic citations, Statistical data (directory or numeric), Full Text.

Some data, electronically presented is not available in hard copy. The International Earthquake Center database and AGELine is a database related to gerontological issues, are only two examples. Full text of newspaper and journal articles are now available through several vendors of information databanks. At a recent online training session for teachers, it was announced that secondary teachers are requesting that more periodicals be offered in full text format. This would indicate that we might reassess our print copy collections. Perhaps eliminating titles for which we have little call, counting on our online access to full text. For those which are not in full text, often times the full article may be ordered for a citation in the same online session. This request will be processed overnight and received through the schools personal, online mail box within a day.

Chelsea sat at the terminal, broadly smiling as she explicated on how she had just found citations for articles related to the use of furs for the fashion world. This had been an elusive topic in her initial efforts with manual print indexes. "Why, here is a magazine which came out last week!" At Lancaster High School, a student body of 1,400 in the 9-12th grades have begun to be introduced to the world of telecomputing and online access to myriads of information. We, like many other schools, have chosen DIALOG as our source. The choice was made for its ease of use, fully developed training program and materials. In the past academic year, a pilot with six eleventh grade classes of students who were also embarking on a computer writing process approach within their Language Arts program, was accomplished. These young people truly created a High Tech Research Paper--in "The Write Place" the apt designation given the Macintosh writing laboratory and adjacent Library Media Center.

TELEFAX/MODEM & NETWORKING CD-ROM PRODUCTS

Adding the fax capability to our personal computers equipment with a combination fax/modem now available would certainly cut back on peripheral costs and lend to us the ease of transferring reprints and galley copies of articles being submitted. We would be allowed to network CD-ROM products between areas, rooms, and buildings. At this moment equipment and systems are available for this service.

LIBRARY MEDIA CENTER INVOLVEMENT

We are challenged to respond to the diverse and changing needs of students and educators to provide them with the wherewithal to use electronic information access tools and skills lest they become the "disadvantaged of the future." The task of assisting our clientele to achieve these skills may require that we devise ways to delegate routine tasks (hopefully automated) to devote ourselves to:

- Interacting with students and faculty to set the attitudes for incorporation of the emerging technology of online telecommunicators. Our role as those being on the cutting edge of technology with the impetus to link schools with one another "world wide."
- To utilize and develop curriculum guidelines in the online approach to information skills.
- to acknowledge the importance of logic skills in computer based information gathering.

While not every country's telecommunication infrastructure is ready to support wide spread dial-up access from terminals, they will see the advantage to the connection of remote students and schools leading to a time line for developing a telecomputing network. The time line would include:

- Remaining alert to telecomputing activities in your areas
- Familiarize oneself with equipment and online vendors
- funding innovations, perhaps through small grants

We are bringing information and literature to our populations daily, assisting all of our educational institutions in building a literate world. In the promotion of International Literacy 1990, we offer within our jursdiction, a method to further develop the information searching skills of those with whom we are charged.

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BRIDGING THE DIFFERENCES BETWEEN GENERATIONS:
An Oral history of women in the Second World War
"What did you do in the war, Grandma?"

Linda P. Wood
South Kingstown, Rhode Island
USA

Introduction

On December 7, when the war in Europe and Asia suddenly hit home in the United States, men leapt to arms, joining the services in vast numbers. As the men left their jobs, the government exerted a terrific effort to get women to fill out the work force in the war industries. Out of a sense of patriotism, and out of the promise of better pay, women answered the call. Across the United States, many industries provided employment for thousands of women. This "hidden army" along with the women who joined the military services, the nurses, and the volunteers on the home front were the subject of this oral history. The project, "What Did You Do in the War, Grandma?", was initiated by the school librarian as a joint project with the English Deptartment at South Kingstown High School in Rhode Island.

Oral history is a recent development in the field of historical research, and for many historians it is a controversial technique because it collects memories rather than documents; relies on stories rather than on the significant "movers and shakers" of the world.

"What Did You Do In the War, Grandma?" attempted to bridge the gap between book learning and experiential learning by using an English class of ninth grade honors students to interview women about their roles during the second world war, and to compare this subjective information with the more objective facts gained through books, lectures, films, and discussions of the period of history from 1937 to 1947. Readings in oral history, fiction, poetry, and drama and the viewing of films added to the students' understanding.

Two humanities scholars worked with the teacher and the librarian/oral historian to help the students interpret and analyze the historical information. In the process, the students developed an understanding of how an individual is shaped by historical events, and how an individual can shape history. In addition, the students became more aware of what constitutes "truth" and "reality" in history. The students learned a great deal through first-hand experiences about the human condition, about a time which brought about changes in the home, the work place, and political life; the reverberations of which can still be felt today.

The students, with the help of the humanities scholars, the oral historian and their teacher wrote the stories for the magazine "What Did You Do in the War, Grandma?" based on the transcripts of their interviews. During the summer months the librarian/oral historian edited the students' stories for the publication.

The following fall two public forums were held which focused on how the women's experiences during the war affected their opinions on certain issues.

Humanities Subjects

"... *Women found out they could go out and they could survive. They could really do it on their own. That's when I think women's lib really started.*" --Katherine O'Grady, "What Did You Do in the War, Grandma?"

It's been said that World War II lifted an entire working class generation into the middle class. The "good war" certainly ended the Great Depression. Many women went to work for the first time in their lives, and not just in the usual jobs as cooks, waitresses, and maids, but in jobs that were traditionally men's work. In states like Rhode Island, where many women had already been working outside the home in textile mills, jewelry factories and clerical work, better job opportunities opened up as men went off to war. Immigrant and minority women gained access to new kinds of jobs. Women also entered the military, served as nurses, and ferried airplanes across the country.

What were the effects of such rapid economic changes on women, on their families, and on society? For many working women, the money was a godsend. Some "just bought everything," particularly luxury items that weren't rationed. Or they spent their money on entertainment. But other women invested in War Bonds, or saved their money, building up a nest egg to buy a home after the war.

The war meant changes of such magnitude that many women would look back on the war years with wonder and amazement. As the war engulfed the world and as industry boomed, families underwent change, children had to be cared for in make-shift arrangements, classrooms were overcrowded, and new housing was practically nonexistent.

In an era of rapid social change, confusion and rising expectations inevitably occur. While working for the war effort was heavily promoted by the media and by the government, many women faced discrimination on the job. Male co-workers resented them. According to one woman who worked as a riveter, "The discrimination was indescribable. My attitude was, 'Okay, I'm going to prove to you that I can do anything you can do, and maybe better than some of you.'

For black women there was not only the sex discrimination to contend with, but racism as well. Naomi Craig told one of the student interviewers, "I told my mother, 'I'm never going to be able to work.' She said, "Why?' I said, 'Because they're only giving out jobs to white people.' She finally got a job running an elevator, although she had a diploma in office business. Blacks would be the last to be hired, the first to be fired or transferred, and their pay was often less than their white co-workers.

At the end of the War, when soldiers were being discharged at the rate of 70,000 men per month, women workers were expected to "cheerfully" leap back into the home. Suddenly another rapid change: government propaganda machinery had encouraged women to enter the work force, but now told them they were neglecting their families, and it was their "duty" to return to their homes. One of the women interviewed had been commanding officer of the WAC detachment in a 2400 bed military hospital and responsible for 250 women. She told the student interviewer, "Now that the war was over, my plans for the future were just to survive. I got married and had a baby. I never worked again."

World War II was a time of dramatic changes in the values and lifestyles of an entire generation, today's young people. It was a war which totally absorbed the nation's energies and resources; generations since have not experienced such a total commitment. The intense emotion and social change aroused by World War II produced a collective memory which needed to be tapped.

Today's messages about war are shaped more by Hollywood producers than by historians. A misconception of students is that wars are fought only be men; men like John Wayne and Sylvester Stallone. Most young people are unaware of the "hidden army" of hundreds of thousands of women who served by working in the war industries, as well as though serving in the military.

The students in this project developed an enhanced perspective of World War II, the Great Depression and the Post-War boom. With the guidance of the humanities scholars who helped to interpret these times, the young people were able to synthesize the history of a period which catapulted us into the modern world.

Some of the questions this project addressed were:

1. How were individual women drawn into the labor force, volunteer work, or the armed services?
2. How did women react to being in non-traditional roles?
3. What special difficulties and/or pleasures did they encounter in these jobs?
4. How would women describe the transition of their families and their society from the "Depression" to the "war effort?"
5. How did dating, social life, and "romance" change during the war?
6. How did fuel and food shortages affect women's household duties?
7. What kinds of volunteer organizations and services did women work in and/or create?
8. How did movies, magazines, and popular music interpret women's war roles? How did these influence individual women's lives?
9. Did the war reinforce or disrupt family ties?
10. Did women's housing situations change? Were women living with fewer or more household members?
11. Did the war strengthen or weaken neighborhood, ethnic, and community ties?
12. If women did paid work or volunteer work, how did they arrange child care? What impact did they think the work had on their marriages and their children?
13. Did minority and immigrant women find better employment opportunities during the war?
14. How has working in the war effort affected the lives of the women during the next 40 years?

Within this larger, historical context, the students in the project explored the relationship between "fact as recalled by participants" and "fact as recorded in historical documents." Students discovered that "emotions" are often just as much fact, as are objective accounts. And that truth may lie somewhere in between.

Project Activities

1. Oral history. To capture the personal stories of the roles of Rhode Island women in the Second World War, the project collected the voices and images of nearly forty women, who represented both military and civilian life from a variety of perspectives. The stories were tape recorded, transcribed, indexed, and cataloged for, future generations to research. Copies of everything were given to the Rhode Island Historical Society, the University of Rhode Island oral history archives, and to the narrators.

2. The publication "What Did You Do in the War, Grandma?" is a 64 page magazine containing twenty-six personal narratives, and several essays. It also has historical photographs, many of which show the women during the war, and portraits of the women today.

3. Public Forums. Two forums were held, one at the Rhode Island Historical Society in Providence on "Veterans' Day," November 11, and the second at South Kingstown High School on "Pearl Harbor Day," December 7.

On each panel there were three women who spoke briefly about their experiences. The students who interviewed them were asked to comment on their experience of learning history from hearing about it from someone who had lived it. Approximately 75 persons attended each forum, including most of the women interviewed and their families, along with a number of students and interested persons.

Personnel

Oral Historian and School Librarian: Linda P. Wood

Past project director for three RICH grants, "Yankee Ingenuity," "wake of '38," and "Rhode Island's Islands." President of the Rhode Island Educational Media Association, and past president of the New England Association of Oral History. Co-author of "How

To Find Out by Asking, A Guide to Oral History in Rhode Island." Employed by South Kingstown School Department as high school librarian.

Mrs. Wood trained the student interviewers; coordinated all aspects of the oral history with the classroom teacher and scholars; helped to interpret the interview transcripts; edited all the stories for the magazine; and helped prepare the forums.

Teacher: Judith Scott

Past project director for oral history, "Wake of '38." Employed by South Kingstown School Department as high school English teacher and teacher of videography.

Ms. Scott taught the literature relating to World War II; helped coordinate classroom activities with activities outside class; taught the writing skills to create and revise the final narratives; videotaped several of the interviews; helped select stories for the publication; photographed several of the women; helped prepare the public forums.

Humanities Scholars: Dr. William D. Metz, professor of history at U.R.I. (retired) and Dr. Sharon Strom, professor of history at U.R.I.

Dr. William D. Metz is Professor Emeritus of History , University of Rhode Island; Professor of History, URI 1945-1982. Active in state and local historical societies.

Dr. Sharon H. Strom, Professor of History at URI since 1982; published numerous articles on working women. Participated in the New England Women's Studies Association, Rhode Island Working Women activities and training sessions, the Massachusetts History Workshop, and grant projects funded by RICH. Grant evaluator of curriculum development grants on a national panel for NEH in Washington, D.C.

The humanities scholars provided the class with the essential historical background through a series of lectures and discussions; they helped the staff find appropriate historical resources; identified the range of women's roles during the War; helped locate the women who filled those roles; assisted in developing the interview format; served as interpreters of the interview transcripts, working with the students to select the significant parts for the narrative; assisted in editing and revising the narratives; helped to prepare for and participate in the public forums.

Calendar

Spring Semester: students researched the topic (read relevant literature, viewed films), learned from and worked with the scholars, oral historian, teacher, and cultural journalist; conducted two interviews a piece; learned how to write narratives from transcripts; produced two stories. Stories were selected and typed into the Macintosh computer. Historical photographs and memorabilia were collected, and portraits taken of the narrators.

Classroom and library activities during spring semester included:

1. Research into the historical background of the times, beginning with the Great Depression, and concluding with the post-war boom, through lectures, discussions, and readings.
2. Films and videos of the era were shown, including: *The Life and Times of Rosie the Riveter*, *The Home Front*, *Mrs. Miniver*, and *Silver Wings*. Two books were read: *Rumors of Peace*, by Ella Lefland, and *The Good War*, by Studs Terkel. Arthur Miller's play, *All My Sons*, was read along with relevant war poetry.
3. The oral historian/librarian instructed the students in the preparation of the interview format, conducting an interview, and using the equipment.
4. Students conducted a practice interview and then set up and interviewed two women who had been selected by the staff.
5. The first interview was transcribed professionally; the second was transcribed by the student.
6. Working together, the teacher, oral historian and humanities scholars helped the students select the significant portions of the transcripts for the stories, and helped them with their writing skills.

Summer: The student who did all the typesetting and the librarian worked together on the final copy for the publication.

Fall: Magazine was designed by graphic artist and assisted by librarian; public forums were held November 11 at the Rhode Island Historical Society, and December 7 at South Kingstown High School Library.

Evaluation:

Time and again during the project students commented on "the two sides" of the women. What they were really commenting on was the fact that they were seeing the women as they are today, but "seeing" them also as the young person they were during the second World War. During the war years these women were young, involved in dating, school and marriage, caught up in exciting years of adventure and turmoil, who suffered separation and loss, who traveled to places they had never imagined, and most of all, who were swept into a spirit of patriotism and working together to fight a common enemy. It was a remarkable time.

Forty-five years later the students saw "old women," but heard "young" stories. For the 14 and 15 year old students it was a remarkable learning experience: they learned history, and a side of history often neglected by history books; but they also learned about human nature, about women's lives in the 40's and also today, and about understanding and communicating with another generation.

"What Did You Do in the War, Grandma?" was an experience we will never forget, and perhaps some of you will find a way to do a similar cross-generational project.

SCHOOL LIBRARIES IN A MULTICULTURAL SOCIETY: AN AUSTRALIAN EXPERIENCE

H. M. Yee
Gippsland Institute of Advanced Education
Victoria, Australia

Introduction

Australia is a multicultural, multilingual society. Even before the first arrival of the white settlers, the Aboriginal population was made up of groups speaking different languages. Today, Australia is a society where more than 20% of its population of over 16.5 million were born overseas. Less than half the population is of pure Anglo-Saxon descent; about one-quarter of Australians have no Anglo-Saxon background. Over two million Australians, or about 14% of those aged five years and above speak a language other than English at home. Of the languages other than English spoken at home, Italian is the most popular, followed by Greek, Chinese, German, etc. in that order. The ethnic composition is reflected in school enrollments.

In its effort to enhance general awareness of Australia as a multicultural society with attendant benefits and to overcome prejudice and racism to some extent, the Australian government, through the Office of Multicultural Affairs, initiated in 1988 a series of community consultations, after which a National Agenda for a Multicultural Australia was published in 1989.

The National Agenda contains a number of initiatives intended to promote social harmony, to ensure a fair go and to harness human resources in the most productive way for Australia's future (OMA, 1989:7). The initiatives seek to ensure that all Australians have access to the basic resources needed to facilitate equality of participation, and proficiency in English is considered as a basic resource needed to participate effectively in the Australian society (ibid.:13).

Programs aimed at curriculum reform to include multicultural perspectives in courses for professionals such as teachers, librarians, doctors, lawyers, social workers and business people have been initiated under the Multicultural and Cross-Cultural Supplementation Program (MACSP).

Education for a Multicultural Society

The development of education measures for a multicultural Australian society that take cognizance of the existence of the non-English speaking children in schools, the importance of their future contributions to the Australian society, and the significance of cross-cultural understanding began to take shape with the promulgation in the early 1980s of multicultural education policies by the various state and territory education departments. All these policies were formulated after the report of the Committee on Multicultural Education (1979) was submitted to the Australian Schools Commission, stating, that "Education for a multicultural society embodies an educational philosophy that requires expression in educational policy." (ibid.:10)

The Committee on Multicultural Education was established as a result of the recommendation of an earlier report, the Galbally Report, 1978. The Committee report was a significant milestone in the development of multicultural education policies in Australia. Various programs to achieve the aims of education for a multicultural society were being implemented within the school curriculum of each state and territory in varying degrees. Amongst the programs were: 1. Bilingual education, with English and another language; 2. English as a second language; 3. Community language, either as a first or second language and 4. Multicultural /intercultural /ethnic studies.

The aims of all these programs were to enable: (1) children from non-English speaking backgrounds to improve their life chances and to maintain their cultural identity; (2) children from both English and non-English speaking backgrounds to understand each other better, and to combat prejudice and racism. As the National Agenda (OMA, 1989: 37-38) states: "Multicultural policies therefore seek to ensure that all Australians have the opportunity to acquire and develop proficiency in English, to speak languages other than English, and to develop cross-cultural understanding."

A multicultural education centre has been established in each state and territory where materials relating to the area are held and made available for schools to borrow.

School Library Services for a Multicultural Society

The school library profession has always been given the back seat in the education system in Australia. While the Committee on Multicultural Education (1979) suggested specific training needs for (1) general classroom teachers at the primary level; (2) subject teachers at the secondary level; (3) teachers of English as a second language; (4) teachers of community languages, and (5) principals, to work in a multicultural society, no mention was made of training for school librarians. Cahill (1984) reported in his findings that not one state Multicultural Education Co-ordinating Committee (M.E.C.C.) had reported that it had targeted librarians for an inservice course. (Cahill, 1984:280)

Although some guidelines have been produced in Australia to provide assistance in the selection of teaching/learning materials against cultural bias (e.g. McIntosh, 1984), they were produced not with the teacher-librarians in mind.

Teacher-librarians in Australia can get very little guidance. A search through the literature reveals that publications available in Australia offering help or advice specifically to teacher-librarians in a multicultural society are scarce.

Nevertheless, two most recent articles targeting the school library were written by one person in 1986 (see note 1). Tools for the selection of resources for multicultural education published by some state education authorities have been helpful for teacher-librarians (see note 2).

Amongst the wide range of issues of significance for school libraries discussed at the Australian Libraries Summit, conducted by the Australian Library and Information Association in Canberra, October, 1988, was multicultural services. However, nothing concrete has come out of the Summit to help school libraries in this direction, although resolutions were made.

Teacher-librarians who want guidance have to make the most out of the writings for teachers and public and children library services. As well, ideas have to be borrowed from overseas and adapted for the Australian situation, just as overseas ideas on overall school library services have been adapted for Australian school libraries; ideas from other disciplines, such as those on budgeting and human communications, have been borrowed for school libraries.

Roles of the Teacher-librarian in the Multicultural Society

The basic principles of teacher librarianship are the same whether it is practised in a multicultural or a monocultural society. It is an unrefutable fact that the school library is an integral part of the school. It exists to meet the needs and demands of the curriculum development of the school, enabling it to achieve its aims and objectives. It needs no emphasis today that teacher-librarians are responsible for instruction, curriculum development consultation and the selection of learning resources.

In discharging his/her instructional responsibilities, the teacher-librarian provides assistance in the use of learning resources, produce learning materials, impart information skills, and prepare students for their place in society.

To be able to participate in curriculum planning and development as well as to make suggestions relating to research and information skills the teacher-librarian must be knowledgeable in curriculum design.

In his/her role as a consultant, the teacher-librarian identifies teaching and learning strategies, work with teachers and students in the selection, production, and evaluation of learning resources and planning effective learning activities.

In the selection of learning resources, the teacher-librarian matches learning resources to user needs. The selection of materials for acquisition is done co-operatively by the teacher-librarian and the classroom teachers.

All these tasks have been expected of the teacher-librarian over the years. However, the diversity of culture will place certain demands on the teacher-librarian.

School curricular changes in the various states in recent years have provided opportunities for primary students to learn a language other than English, more and better offerings of languages other than English, not just French and German as had previously been the case, for secondary students to study if they wish. These changes are in addition to the introduction of multicultural perspectives across the whole school curriculum.

Such curricular changes have implications on library resources and personnel.

Library resources must reflect the cultural diversity of the society, and they must be available for the implementation of multicultural programs. The problem with the availability of such resources has been noted by Cahill in his report, Review of the Commonwealth Multicultural Education Program (1984). Cahill reported that there was little Australian-produced material to be purchased, adding, "It seems sad that so much money has been allocated for the purchase of materials that in the main have not only not been Australian-produced but more importantly they have nothing to say on the Australian multicultural mosaic." (Cahill, 1984:279-280) Cahill also commented that the purchase of library resources "has often been done within the parameters of inadequate and limited conceptions of multicultural education or been selected with lack of knowledge about the availability of suitable books." (ibid.)

Just as important is the promotion of good books that reflect the reality of the Australian society. It was the realization of the significance of such practice on the one hand and the lack of it on the other that led to the Australian Government to announce, by way of the National Agenda (OMA, 1989:49), a number of initiatives which hopefully will enable teacher-librarians to be in a better position to discharge their responsibilities in a multicultural Australia.

Fundings have been provided for four library-related projects, two of which are specifically targeted at school libraries (see note 3). I am responsible for one of the school library-related projects. The other two projects, however, will undoubtedly benefit school libraries as well.

Preparation of Teacher-librarian for a Multicultural Society

Besides being qualified as a teacher and a librarian, the teacher-librarian must also be equipped with additional knowledge to enable him/her to discharge his/her responsibilities efficiently in a multicultural environment. In the course of my survey of school librarianship students at Monash University College Gippsland for the project, suggestions were made to include certain factors in their training programs to equip them with the knowledge of:

A. The cultural differences of the ethnic groups in the Australian society; the problems of migrant children; how children from various backgrounds learn and their attitudes towards learning; the problems of children from non-English speaking backgrounds using library resources; what children and adolescents in other countries read; children's literature of non-English ethnic minorities translated into English; and, literature which promotes multiculturalism.

B. Selection of resources in different community languages for children from non-English speaking background; guides to selection of resources against cultural bias; sources and suppliers of resources in languages other than English.

C. Directories of: multicultural resource centres and consultants to assist with multicultural literature; and, story tellers and authors who can tell ethnic stories or histories.

D. Procedures for organizing and cataloguing resources in languages other than English.

Suggestions were also made that students should spend part of their library practicum in a school with high migrant population, and to learn from teacher-librarians who are already working in such situation. Opinions varied on the requirement of teacher-librarians to have a working knowledge of a second language.

Conclusion

One of the concepts regarding libraries and a multicultural society the U.S. Task Force on Library and Information Services to Cultural Minorities (Josey, 1985) has agreed on is that all libraries, including school libraries, could assist cultural minorities to become equal participants in society through access to information. Thus, there is a need to ensure an equity of access to basic learning resources held in each school and to resources held in the broader community. Such access should be part and parcel of the Australian Government's commitment to the principles of access and equity for all members of the Australian society, irrespective of race, ethnicity, religion and culture. (OMA, 1989)

Despite all the good intentions and ideas, not much can be achieved if conditions for the employment of teacher-librarians are not improved. One of the adverse conditions is that pathways for teacher-librarians to senior positions are limited; the other being that teacher-librarians are not duly rewarded financially even though they have qualifications in both teaching and librarianship which require a longer period of training. Moreover, teacher-librarians with language skills are hard to come by.

By and large, lack of language skills, problems in obtaining resources, and the diversity of languages will remain the main difficulties the school libraries encounter in the fulfillment of their functions in a multicultural society.

Notes

1. Garbutcheon-Singh, M. "Australian's ethnic, linguistic and racial diversity: directions for school library services." pp. 89-108 in Directions for diversity. Melbourne: Working Group of Multicultural Library Services (Victoria), 1986; --- "Australian ethnic minorities and school library services: a checklist for teacher-librarians." Orana, 22(1), 1986: 17-24

2. For example: Watt, M. and De Jong, M. A guide for selecting bilingual bicultural resource materials. Vols I & II. Hobart: Education Department Tasmania, 1984; White, M. (ed.) Education for a multicultural society: a resources list. Brisbane: Library and Resource Services Branch, Department of Education, 1983

3. Four library-related projects funded in 1989 under the Multicultural & Cross-cultural Supplementation Program (MACSP) were:

i. Cross-cultural studies for teacher-librarians (Monash University College, Gippsland); ii. Development of multicultural education modules for teacher-librarians and public librarians (Dept. of Information Systems, Queensland University of Technology; and Dept. of Communication & Resources Studies, Brisbane College of Advanced Education); iii. Training and qualifications of staff in multicultural or ethnic librarian positions (Northcote Library, on behalf of the Australian Library and Information Association), and iv. Integrating foreign language sources into library and information studies - development of an education module (Centre for Library and Information Studies and School of Communication, University of Canberra)

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Australia. Committee on Multicultural Education. Education for a multicultural society: report of the Committee on Multicultural Education. (R. P. McNamara, Chairman) Canberra: Schools Commission, 1979

Cahill, D. Review of the Commonwealth multicultural education program: vol. I Canberra: Schools Commission, 1984

Klein, G. "Education for the multicultural society: the librarian's role." Assistant Librarian, 75(6), 1982: 79-82

Josey, E. J. "Library and information services for cultural minorities: a commentary and analysis of a report to the National Commission on Libraries and Information Science." Libri, 35(4), 1985: 320-332

McIntosh, J. Taking stock: assessing teaching-learning materials for cultural bias -- some guidelines and strategies. Sydney: Multicultural Education Centre, 1984

Office of Multicultural Affairs. National agenda for a multicultural Australia: sharing our future. Canberra: A.G.P.S., 1989

ANNUAL GENERAL MEETING IASL

July 11, 1990

AGENDA

Call to Order

President's Report - Lucille Thomas

Minutes of 1989 AGM

Executive Secretary's Report - Jean Lowrie

Treasurer's Report - Don Adcock

Report of 1990 Nominating Coordinator - Marilyn Finkle

Election of treasurer; directors

IASL/Unesco book program - Gladys Caywood

Association Assembly - Sigrun Klara Hannesdottir

Commendation Award

New Business

World Book sponsorship - Michael Cooke

Honorary Membership - Lucille Thomas

Announcement of Nomination Vacancies for 1991 election

Presentation of 1991 Conference - Doris Olsen

Announcement of 1992 site

Resolutions

MINUTES OF ANNUAL GENERAL MEETING
of IASL July 11, 1990

The meeting was called to order by President Lucille Thomas. She welcomed all participants and presented her president's report (attached).

The Executive Secretary read the highlights of the 1989 Annual General Meeting (previously distributed and motion to accept passed):

> Reports from all officers.
> Association Assembly had 22 countries represented.
> Lucille Thomas (USA) was elected president, Gerald Brown (Canada), Beatrice Anderson (Jamaica), Felix Tawete (Swaziland) new directors.
> A request for associate membership for Malaysia was made and referred to the board.
> Reported that IASL had been represented at the IFLA and IRA conferences.
> Umea, Sweden was highlighted as the 1990 IASL conference site.

The financial report was presented by Treasurer, Don Adcock. It was moved and seconded to receive the report and place on file for audit (attached).

Highlights from the Executive Secretary's report to the Board were given by Jean Lowrie.

The Nominating Coordinator, Marilyn Finkle (Canada), presented the slate of officers for 1990 - 1993. (bios attached)

> Treasurer - Donald Adcock
> Director from Japan - Takeshi Murofushi
> Director from Pacific Region - Mel Rainey

The report was accepted and the above duly elected. It was announced that Mieko Nagakura (Japan) would serve as Nominations Coordinator for 1991. The following vacancies will occur: vice president, directors from Australasia, Africa, Latin America and Europe.

Gladys Caywood, Chair of IASL/Unesco book program announced that $2500 had been sent to the school library in Beirut, Lebanon. Then conducted the raffle which raised $260 (US) at this conference.

Vice President Sigrun Hannesdottir and coordinator of the Association Assembly reported 27 in attendance, representing 13 countries. The following items were discussed: Talent bank for consultant in developing countries, elementary training materials and bibliography of such, list of instructions for training school librarians (not yet begun), list of demonstration school libraries to be included in "People to Contact", continuing commendation award, idea bank (proposal to be carried out in Fiji), list of foundations for financial support.

Vice President Hannesdottir then announced the first (attached) The 1989 Association Communique with reports was sent to all member associations and will be distributed again this year.

Past President, Michael Cooke, announced that World Book International Inc. had decided to give a $2000 (US) annual grant to IASL for special program work. He announced that the 1991 one would probably be used for a special one day leadership seminar prior to the annual conference. Details will be publicized in the Newsletter and other sources in the autumn of 1990.

President Thomas presented a certificate of recognition to Gunilla Janlert, chair of the 1990 conference, for all of her work to make this a successful meeting. A second certificate was later presented to the Skolbibliotheketstadt as the institutional host.

According to the By laws, Article III, Section D, the board may give an honary membership to a person who has made a significant contribution to IASL and school library programs in general. It was voted this year to award such a membership to Mieko Nagakura, who was a member of the board for six years, who developed a chapter of IASL in Japan and who has been a promoter of school library research, education and services for many years.

The 1991 IASL conference will be held in Everett, Washington, USA. July 23 - July 27, with the theme "School Libraries in a Diverse World: Providing the Personal Touch.: Doris Olsen, chair of local arrangements, read a letter from the mayor and introduced those of her committee present. The WLMEA will also assist. A display was presented in the conference hall.

The 1992 IASL conference will be held in Belfast, N. Ireland. The letter of invitation from Anne Taylor was read and the site will be The Queen's University.

Three resolutions were presented on the International Youth Library, Convention on the Rights of the Child, Support of the World Declaration on Educating for all and a framework for action. All three were accepted unanimously. (attached)

The Annual General Meeting was adjourned.

Jean E. Lowrie
Executive Secretary

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

1989-1990
PRESIDENT'S REPORT

Lucille C. Thomas Umea, Sweden

When I was elected president of IASL in Kuala Lumpur, Malaysia last year I pledged to be a "bridge builder"- to expand the work of organization and to increase the visibility of IASL.

Kudos to the committees, especially the chairs, who have worked assiduously to help us achieve the mission of IASL. Details will be found in individual committee reports. Many highlights have been reported in the IASL Newsletter. However, I will mention a few projects.

IASL LEADERSHIP DEVELOPMENT GRANT

This is a US $500 grant designed to assist a person from a developing Third World country to attend an annual IASL conference. Five applications for the Grant were received. Felix K. Tawete, University of Swaziland, Kwalusemi, Swaziland was selected to receive the 1990 Grant.

IASL/UNESCO BOOK PROGRAM

One of the ongoing IASL projects is providing grants to to school libraries in developing countries for books. The 1990 grant of $2,500 was awarded to the school division of International College, Beirut,Lebanon.

IASL SPECIAL COMMENDATION AWARD

At the 1989 Conference the Board of Directors voted to establish a Special Commendation Award for an unusual program or project sponsored by a school library association. (The Vice President's Report gives details.)

IASL President's Report
1990

EXPERIMENTAL PROJECT ON SPECIAL NON-VOTING IASL MEMBERSHIP FOR MALAYSIA
1989-1990

At the 18th Annual IASL Annual Conference held in Malaysia the Board of Directors and the membership endorsed an experimental project to encourage Malaysians interested in school librarianship. A reduced subscription rate of US$5 or MR13 entitled the person to a Xerox copy of the IASL Newsletter mailed in Malaysia. Fifteen(15) persons took advantage of this arrangement. The experiment was evaluated and rated a success. Board Member Wong Kim Siong recommends that the experiment continue at least another year.

Many world events have occurred since our 1989 annual meeting that remind us that we live in a global village. These events- directly or indirectly- impact on our schools and our libraries. Being cognizant of this, I have represented IASL in the national and international arena as frequently as possible. Here are some of my activities that increased the visibility of IASL:

NATIONAL CONFERENCE

National Conference sponsored by the American Association of School Librarians, convened in Salt Lake City on October 1990. Under the aegis of June Johnson and Mildred Goodson, the IASL materials were prominently displayed in the exhibit area. New members were solicited and over 200 brochures were distributed. Many other members attended the conference. Although we did not hold a business meeting, we met socially.

YEAR OF THE YOUNG READER

1989 was designated as the Year of the Young Reader. I represented IASL at a seminar on the theme, "1989 Year of the Young Reader" at the Library of Congress, Washington, D.C. November 20-21, 1989. Mrs. Barbara Bush, Honorary Chair of the Year of the Young Reader, invited the conference participants to a reception at the White House. Both occasions gave me an opportunity to exchange ideas, formally and informally, with representatives of other organizations with concerns about children.

IASL President's Report
1990

WORLD CONFERENCE ON EDUCATION FOR ALL (WCEFA)

"There is a growing consensus among nations and international organizations that human development must be the core of any development process. Education- the empowerment of individuals through learning- for all people will prove to be the critical ingredient for meeting the serious challenges the world faces in the next decade and the new century." (WCEFA)

In an unprecedented partnership, four agencies of the United Nations system- UNICEF, UNESCO, UNDP and the World Bank- launched a world-wide initiative to meet the challenge stated above.

In preparation for a World Conference on Education for All, two documents were drafted: World Declaration on Education and Framework for Action. Several consultation meetings were scheduled to provide time for discussion and recommendations for revisions.

As representative of IASL, I participated in the consultation at UNICEF House on February 19-20, 1990. Here we discovered there was no mention of libraries in either document.

I was chosen to represent the American Library Association (ALA) and the International Federation of Library Associations(IFLA) at the World Conference on Education for All: A Global Initiative to Meet Basic Learning Needs in Jomtien, Thailand, March 5-9, 1990. As the representative of the library profession at WCEFA, my mission was to lobby for an amendment to the Framework for Action on the key role of libraries in providing quality education for all. I was successful in getting the word "libraries" in the Declaration...and amendment #34 inserted in the final draft of the Framework...

NGO FORUM- UNICEF HOUSE

I participated in the UNICEF Forum "Reaching the Unreached: Challenges and Failures"on April 19 and 20. Themes of the conference were: the UN Convention on the Rights of the Child, the World Declaration on Education for All and the 4th Development Decade. I served as a resource person for the Working Group on " New Alliances."

IASL President's Report
1990

ETC...

On behalf of the officers and memebers of the Board of Directors, I thank the IASL members for the support you have given to IASL. We hope more members will become more actively involved. Let me know if you want to serve on a committee.

Jean Lowerie, Executive Secretary, and Donna Slader have given invaluable support. We thank both of them.

LOOKING AHEAD

22nd IBBY Congress, Williamsburg, Virginia
2-7 September 1990
Host: United States Board on Books
for Young People

I plan to attend.

The World Summit for Children
United Nations, New York
29-30 September 1990

The World Summit for Children will mark the first time that leaders from around the globe- North and South, East and West- have met for a single common purpose- to try to resolve some of the universal problems that children encounter in surviving and developing to adulthood. Urge your government to participate.

OT/LT
7/90

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

VICE-PRESIDENT'S REPORT 1990

The opening ceremony of the 18th annual conference in Kuala Lumpur was the most formal and elegant ceremony I have ever attended at any conference and is one of the highlights of that conference. Flags were posted by 22 differenct nationals and in addition official representatives from school library associations were recognized. No greeting were, however, given at this ceremony.

The 9th Assembly of Associations was attended by 19 people representing 13 associations so in general it can be said that association representatives were highly visible at this conference. The Assembly was turned into a brain storming session to gain more interaction from the members and find out their thoughts, concerns and views on how IASL can contribute to their activities. The ideas which submerged were then reported to the Board of Directors and reported in the Communique.

The Communique of the 9th Assembly of Associations, called "School Library Associations around the world", was compiled and edited by the Vice-President, Dr. Sigrún Klara Hannesdóttir and contained reports from 12 associations. It was then mailed out to 40 associations. I had originally an old Directory which contained 33 names, some of which I knew that had left IASL long time ago. Then I received a new list with 15 new names. The issue of the mailing lists will be brought up for discussion later. The few reactions I have received on the Communique have been favorable.

For the report for 1990 I designed a new form modelled after the forms for annual reports used by other international associations, such as IBBY. The new form is more detailed than the previous one and should give a better view of the situation in each country from year to year. The form is attached. I have received very little response to my call for reports. By the time I left Iceland I had received only three. Only one of those who sent a report used the form I sent out. The others have sent me their official annual report or prepared one for IASL.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANS
STATEMENT OF CASH
(BALANCE AS OF JUNE 30, 1990)

CHECKING

BALANCE JULY 1, 1989	1,139.86
REVENUES	17,699.03
EXPENSES	(11,947.49)
BALANCE JUNE 30, 1990	6,891.40

DEVELOPMENT FUND

SAVINGS ACCOUNT

BALANCE JULY 1, 1989	6,176.39
SCHOLARSHIP	(500.00)
CERTIFICATE OF DEPOSIT FIRSTAR DUPAGE BANK (11019)	(5,000.00)
DONATIONS	1,783.90
TRANSFER FROM CHECKING	28.00
INTEREST	435.45
BALANCE JUNE 30, 1990	2,923.74

CERTIFICATES OF DEPOSIT

CENTER BANK (2007)	5,000.00
DUPAGE BANK & TRUST (F6104)	3,000.00
FIRSTAR DUPAGE BANK (11019)	5,000.00
TOTAL	13,000.00
DEVELOPMENT FUND TOTAL	15,923.74

INTERNATIONAL ASSOCIATION
OF SCHOOL LIBRARIANSHIP
STATEMENT OF CURRENT RESOURCES
(BALANCE AS OF JUNE 30, 1990)

CHECKING BALANCE	$ 6,891.40
DEVELOPMENT FUND	$15,923.74
CERTIFICATE OF DEPOSIT (OLD KENT BANK)	$10,000.00
TOTAL CURRENT RESOURCES AS OF JUNE 30, 1990	$32,815.14

£

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANS
STATEMENT OF REVENUES & EXPENSES
(YEAR ENDED JUNE 30, 1990)

REVENUES	
MEMBERSHIP	
ASSOCIATION	1,066.01
INDIVIDUAL	12,117.08
SUPPORT-A-FRIEND	163.97
SALE OF PUBLICATIONS	1,835.86
OTHER SALES	189.95
CONTRIBUTIONS	425.00
UNESCO	210.38
CONFERENCE INCOME	.00
INTEREST	1,162.28
DEVELOPMENT FUND	28.00
OTHER	500.50
TOTAL	17,699.03
EXPENSES	
EXECUTIVE BOARD EXPENSES	331.68
SECRETARIATE	6,185.22
NEWSLETTER	3,968.39
MEMBERSHIP	101.42
IASL/UNESCO	210.38
CONFERENCE	500.00
PUBLICATIONS	579.98
DEVELOPMENT FUND	28.00
BANK CHARGES	42.42
TOTAL	11,947.49
REVENUES OVER EXPENSES	5,751.54

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
BUDGET 1990-91 (REVISED)

REVENUES

Membership	
Association	1,100.00
Individual/Institution	10,500.00
Support A Friend	200.00
Sale of Publications	1,500.00
Contributions	300.00
Other Sales	200.00
Conference Income	1,000.00
Interest Income	1,000.00
Other	200.00
	16,000.00

EXPENSES

101-Secretariate	4,900.00
01-Phone	
02-Postage	
03-Supplies	
04-Printing	
05-Bank Charges	
06-Dues	
07-Fees	
08-Equipment	
10-Prof. Serv.	
15-Misc.	
102-Exec. Board	200.00
01-Phone	
02-Postage	
03-Printing	
04-Fee	
200-Newsletter	4,000.00
01-Phone	
02-Postage	
03-Supplies	
04-Printing	
10-Prof. Serv.	
300-Committees	1,000.00
301-Membership	
02-Postage	
03-Supplies	
500-Conference	1,000.00
600-Publications	4,100.00
02-Postage	
04-Printing	
10-Prof. Serv.	
11-Refunds	
15-Misc.	

List of Participants

AUSTRALIA

Brond, Lalita
5/16 Tennyson Street, St. Kilda 3182

Darling, Keith S
12 Miller Cres, Mt. Waverley 3149

Darling, Rosemary
12 Miller Cres, Mt.Waverly 3149

Fraser, Sally
Curriculm Resource Services, Kenny House,
P.O. Box 33, North Quay, Q -4002

Greeve, Neil
9 Luke Court, Thornlie 6108,
Western Australia

Harrison-Mattley, Noëline
96 Whitaker St., Guildford N.S.W 2161

Lupton, Paul
319 Cornwall St. ,Greenslopes
Queensland 4120

Mackey, Mary Cecilia
32 Dunscombe Ave.,
Glen Waverly VIC-3150

Miller, Brenda
7 Inglis Road, Berwick, Victoria 3806

Rushby, Lyn
319 Cornwall St.,
Greenslopes, Queensland 4120

Smyth, Marie D
44 Twingleton Ave. Ambarvale, NSW 2560

Yee, Hua Min
School of Education,
Monash University College Gippsland
Switchback Rd., Churchill, Victoria 3842

CANADA

Brown, Gerald R
3403-55 Nassau St. N, Winnipeg,
Manitoba R3L 2G8

Doyle, Edith E
81-905 Corydon Avenue
Winnipeg, Manitoba

Finkle, Marilyn
11 Rawling Crescent,
Brampton, Ontario L6Z IN7

La Rocque, Linda
Dept. of Educational Administration
7th Floor, Education North
Univ. of Alberta
Edmonton, Alberta T6G 2G5

Oberg, Dianne
Dept. of Elementary Education
5th Floor, Education South,
Univ. of Alberta,
Edmonton, Alberta T6G 2G5

Smith, Karen L
403-756 Kipp's Lane, London,
Ontario N5Y 4X9

DENMARK

Petersen, Aksel
Margrethes Alle 34,
5250 Odense SV.

List of Participants

FIJI

Rainey, Melvyn D
U S P Library, Box 1168, Suva

FINLAND

Hayes, Marie-Thérèse
T. Pakkalasväg 9 A 119
00400 Helsinki

Hintikka, Eila
Skolstyrelsen, Hagnäsg.2, 00530 Helsinki

Kiiskinen, Heidi
Linåkersv 7a2, 00650 Helsinki

Lindholm-Romantschuk, Ylva
Kaptensg. 3 A 4, 00140 Helsinki

GREAT BRITAIN

Cooke, Joy L
Aeron House, Llangeitho,
Tregaron Dyfed, S425 6Su

Cooke, Michael John
Aeron House, Llangeitho,
Tregaron Dyfed, S425 6Su

ICELAND

Hannesdottir, Sigrun Klara
Hjardarhagi 54, Reykjavik

Sverrisdottir, Ingibjörg
Hjallasel 11, 109 Reykjavik

JAMAICA W.I.

Anderson, Beatrice
10 Millsbourough Avenue, Kingston 10

Hay, Joan
Jamaica Library Service
Schools Library Service
2 Tom Redcam Drive
P O Box 58
Kingston 5

Kelly, Norma D
H.E.A.R.T. Trust, 4 Park Boulevard,
Kingston 5

Myers-Taylor, Vernita
Kingston Secondary School,
Kingston

Robertson, Amy
1 Hobart Road, Kingston 5

Walker, Edwedna
Church Teachers College
Mandeville P O
Manchester

White, Adlyn
Church Teachers' College,
P.O. Box 41, Mandeville

List of Participants

JAPAN

Murofushi, Takeshi
2-5-8 Moridai, Atsugi-shi,
Kanagawa 243

Nagakura, Mieko
#925, 139-8 Kamisakunobe,
Takatsu-Ku, Kawasaki 213

JORDAN

Fasheh, Mary
c/o UNRWA, P.O Box 484, Amman

MALAYSIA

Lee, Alice
35 Jln Jaya, Taman Midah,
56000 Kuala Lumpur

Vias, Rita
#2 Lorong 5/9F.
4600, Petaling Jaya, Selangor

NORWAY

Hansen, Siri
Lille Kongshaugen 3, Boks 149,
5070 Mathopen

Raundalen, Magne
Åsligrenda 8, 5095 Ulset

Tveitereid, Kirsti
Breidablikkbakken 38, 3900 Porsgrunn

Walmsness, Oddvar
Askerjordet 58, 1370 Asker

Øyno, Ellen
Statens Bibliotektilsyn, P.B 8145,
Dep. 0033 Oslo 1

SWEDEN

Ageberg, Marianne
Skolbibliotekscentralen, Box 310 00
701 35 Örebro

Anderson, Gunn-Britt
Stadsbiblioteket, Box 90,
641 21 Katrineholm

Andersson, Sonja
Tingvallagymnasiet, Box 158
651 05 Karlstad

Annell, Ingrid
Mariehemsv. 3 E, 902 36 Umeå

Bergman, Lena
Tal- och punktskriftsbiblioteket
122 88 Enskede

Brandt, Ingegård
Offerstigen 2, 269 00 Båstad

Ekstedt, Elsi
Länsbiblioteket, Box 1007, 901 20 Umeå

Erlandsson, Annalena
Betesv. 18, Nedre Åbyn, 937 91 Burträsk

Falkenström Svangård, Eva
3174 Genvalla, 831 93 Östersund

List of Participants

Forssén, Maria
Umeå Skolbibliotekscentral,
Box 1007, 901 20 Umeå

Gruvæus, Jonas
Röllingby gymnasium, Hackstavägen 31-41,
184 86 Åkersberga

Hansson, Jan
Östgötagatan 12, 502 64 Borås

Hederström, Magnus
Nordostpassagen 19 1tr, 441 34 Alingsås

Holm, Annika
Alsätravägen 122, 127 36 Skärholmen

Holmberg, Karin
Umeå Skolbibliotekscentral,
Box 1007, 901 20 Umeå

Holmstrand, Barbro
Von Gerdesg. 1, 412 59 Göteborg

Häger, Karin
Östra Gymnasiets bibliotek,
Rothoffsv. 2, 902 44 Umeå

Janlert, Gunilla
Umeå Skolbibliotekscentral,
Box 1007, 901 20 Umeå

Johansson, Anna Greta
Centrala gymnasiets bibliotek,
Kungsgatan 75, 902 45 Umeå

Johansson, Kristin
Tegelbruksgården, 270 52 Borrby

Kjellin, Gunilla
Munkhagsg. 2, 582 55 Linköping

Koldenius, Malin
Örebro Stadsbibliotek,
Box 1413, 701 14 Örebro

Kühne, Brigitte
Skolbibl. Centralen, Kalmar Stadsbibl.
Box 610, 391 26 Kalmar

Limberg, Louise
Dalgångsliden 11, 431 39 Mölndal

Lind, Whitney
Dragonskolans bibliotek, Box 1230
901 22 Umeå

Lindström, Barbro
Hårdvallsv. 16, 832 00 Frösön

Lundgren, Gunilla
Färgargårdstorget 10, 2 tr,
116 43 Stockholm

Lundkvist, Marianne
Umeå Skolbibliotekscentral,
Box 1007, 901 20 Umeå

Lundmark, Gunnel
Umeå Skolbibliotekscentral,
Box 1007, 901 20 Umeå

Malmström, Inger
Slantvägen 11, 451 73 Uddevalla

Mukkavaara, Birgitta
Norrvägen 24 A, 902 31 Umeå

Neymark, Eva
Lövens väg 19, 291 94 Kristianstad

Nilsson, Elisabeth
Statens Kulturråd
Box 7843, 103 98 Stockholm

List of Participants

Nilson, Margot
Prästgårdsängen 16, 412 71 Göteborg

Nilsson, Uno
Kristianstads länsbibliotek, Föreningsg. 4,
291 33 Kristianstad

Redman, Marianne
Skolbibliotekscentralen, Box 310 00,
701 35 Örebro

Saarinen, Ingegerd
Karlgård Pl 3056, 931 42 Skellefteå

Siberg, Birgith
Marks kommunbibliotek, 511 80 Kinna

Sikström, Inger
Dragonskolans bibliotek, Box 1230
901 22 Umeå

Stenberg, Catharina
Skinnskattebergs bibliotek, Box 103
779 00 Skinnskatteberg

Stenman, Annika
Dragonskolans bibliotek, Box 1230
901 22 Umeå

Sundgren-Tornéus, Katarina
Folkungag. 23 B, 753 36 Uppsala

Thomas, Barbro
Statens Kulturråd
Box 7843, 103 98 Stockholm

Tägsten, Kerstin
Dragonskolans bibliotek, Box 1230,
901 22 Umeå

Wiberg, Eva
Bragegatan 7, 2 tr, 214 30 Malmö

Wiming, Krister
Skolöverstyrelsen, 106 42 Stockholm

Ögren, Rune
Högadalsskolan, 435 80 Mölnlycke

USA

Adcock, Donald D
363 Windsor Ave., Glen Ellyn, Ilinois

Ayers, Virginia F.G
1626 South Blvd., Evanston, IL 60202

Beilke, Patricia F
Dept of Secondary Education
Ball State Univbersity
Muncie, IN 47306

Birch, June M
1806 Sherwood Road, Silver Spring
MD 20902

Birt, Cherridine D,
1103 Montezuma Drive,
FT Washington, MD 20744

Bishop, W.Lynn
1711 Westminster Way,
Annapolis, Maryland 21401

Bjorkquist, Donna
231 Prospect St., Jamestown, NY14701

Cady, Ruth
9482 Alderbury St., Cypress, CA 90630

Caywood, Gladys R
382 B Deputy Lane, Newport News
VA 23602

List of Participants

Chastain, Leonore
9015 Cascadia Ave., Everett, WA 98208

Childers, Ruth
47 So Fair Street, Olney, IL 62450

Craver, Kathleen W
3544 Winfield Lane, N W Washington,
DC 20007

Dearman, Marvene
1471 Chevelle Dr., Baton Rouge
LA 70806

Dell, Laurie
108 Roy Street, Warren, PA 16365

Downes, Valerie J
4170 Marine Drive 20A, Chicago,
IL 60613

Dussel, Stanislawa J
70 Passaic Street Apt. 3, Passaic
NJ 07055

Farmer, Lesley
San Domenico Upper Library,
1500 Butterfield Road, San Anselmo
CA 94960

Genco, Peter
519 Linwood Ave., Buffalo, NY 14209

Golladay, Carolyn S
396 C Deputy Lane, Newport News,
VA 23602

Hall, Howard
620 West Balboa Blvd., Balboa, CA 92661

Hardy, Jane L
17843 Lochness Circle, Olney, MD 20832

Hegarty, Sue
176 D'Lone Drive,
Newport News, VA 23602

Heller, Dawn Hansen
516 South Ashland, La Grange,
IL 60525

Johnson, June
204 Rockgreen Place, Santa Rosa,
CA 95409

Jones, Wanda F
19 Cardinal Valley Circle, North Little Rock,
AR 72120

Kosulandich, Roseann
28952 Canyon Lake Drive,
Trabuco Canyon, CA 92679

Latimer, Floy
29 Briarcliff Road, Montgomery, IL 60358

Lowrie, Jean E
1006 Westmoreland, Kalamazoo,
MI 49007

Margo, Roberta
330 1/2 1st St. South , Virginia, MN 55792

Matthews, Steve
P.O Box 1233, Middleburg, VA 22117

Maurer, Joann
90 Reservoir Ave., Butler, NJ 07405

McKinney, Barbara J
10607 Breckenridge Drive,
Little Rock, AR 72211

McNally, Crystal
119 S Estelle, Wichita, KS 67211

List of Participants

Monprode-Holt, Lorrie
1305 Newall Road, Newberg, OR 97132

Murphy, Catherine
77 Cedar Street, Stony Brook,
NY11790

Nelsen, Alice R
2404 Bel Air Drive, Bowie, MD 20715

Newren, Edward F
Miami Univ., Dept. of Teacher Education –
Education, Media + Tech. Group
Oxford, OH 45056

Olsen, Doris A
920 Grand Ave., Everett, WA 98201

Olson, Melinda P
1201, 37th Ave. Ea., Seattle, WA 98112

Paulin, Mary Ann
1205 Joilet, Marguette, MI 49855

Rowe, Mercedes L
501 Webster Ave., New Rochelle,
New York

Shafer, Anne E
1585 Ridge Ave,
#301, Evanston, IL 60201

Skrivanek, Richard F
2155 Timmy Street,
Mendota Heights, MN 55120-1313

Stautland, Tamara
San Diego City Schools
Instructional Media Center
2441 Cardinal Lane,
San Diego, California 92123-3798

Suchy, Kathleen
1115 Argyle St., St.Paul, MN 55103

Supler, Nancy
7601 Croydon Place
Manassas, Virginia 22110

Svehla, Donald J
24581 Ladera Dr., Mission Viejo,
CA 92691

Thomas, Lucille C
1184 Union Street, Brooklyn, NY 11225

Wahlgren, Peg
57 Brookside Dr., Williamsville, N.Y

White, Helen
1007 N.Main, Wheaton, IL 60187

Wood, Linda P
R.R.2 Brightman Hill, Hope Valley,
Rhode Island 02832

Wright, Connie
6 Hammond St., Jamestown, NY 14701

Young, Lorene E
P.O Box 6, Leavenworth, WA 98826

WEST GERMANY

Hübner-Gepp, Heidrun
Casimirring 41, 6750 Kaiserslautern